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ABSTRACT

Learning activities and teaching methods based on the social science disciplines and language arts skills are presented to aid classroom teachers in grades one through three as they develop and implement social studies education programs. Major objectives of the handbook are to identify social studies concepts which are within the realm of experience for primary school pupils, identify cognitive skills associated with learning about those concepts, and suggest activities which help pupils explore the concepts. Three approaches are stressed--conceptual framework development (derived from the social science disciplines), modified inquiry (carried out through structured questions), and skill development (including information acquisition, reading, organizing, communicating, citizenship, geographic location and map and globe skills, and time relationship skills). Activities are presented in six categories, representing the major social science disciplines--sociology, political science, geography, economics, anthropology, and history. Students are involved in a variety of activities including making collages, analyzing short stories, working with maps and globes, reading about celebrations in other cultures, filling in blanks, role playing, and writing paragraphs about the activities of political officials. For each activity, information is presented on a question to reinforce the major concept, skill, objective, process, and materials. A brief overview of teaching strategies is included in the document. (DB)

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SOCIAL STUDIES

A PRIMARY ACTIVITIES HANDBOOK

A Language Arts Approach

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Philosophy

When children arrive for their first-day-in-the-first-grade, they bring with them three priceless gifts; wonder, enthusiasm and six years of experience. They are eager to learn, full of questions and willing to begin to broaden the boundaries of their world. This means both developing an understanding and appreciation for others and a willingness to accept and manage themselves.

Social studies - the realm where history, geography, economics, political science, anthropology, sociology, and psychology meet and intertwine - can provide in an elementary school program the setting where these understandings and appreciations develop. As children learn more about their world, at the same time develop coping skills, they will be able to make the best use of that knowledge and they will grow toward becoming responsible citizens.

This provides an intriguing, multi-faceted challenge for the primary social studies teacher:

a. to identify social studies concepts which are within the realm of experience for children in grades 1 - 3,

b. to identify the cognitive skills associated with learning about those concepts, and

c. to enable students to explore the possibilities, choices and values associated with each concept.

The challenge also involves sensitivity on the teacher's part to the manner in which we are <u>all</u> social beings interacting with each other in complex ways.

Why teach social studies in the primary grades? Each child comes from a unique environment where he or she occupies a place in a family, a role in that family, and has already acquired a multitude of family attitudes and values. In addition, the child has been subjected to influences from the media and from peer groups. Therefore, the child's conceptual base has already been formed and can serve as a springboard for the learning process. Social studies uses the environment to teach. As such, it "draws from" - not "teaches to" - the child's experience and becomes a setting in which a developing, maturing child can learn and grow.

This social studies program seeks to provide the arena where the wonder, enthusiasm and background of childrens' experience can be translated into learning. Through a wide range of activities, concentrating initially on the family and school, each child is encouraged to explore and broaden his or her "world." You, as the teacher, are invited to join in this adventure.

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The Social Studies Handbook embodies three curriculum design components: conceptual framework development, modified inquiry and skill building. In addition, lessons have been planned, wherever possible, to use materials found in most classrooms. This is not intended to depreciate the many fine materials available commercially - instead it recognizes the wide diversity found in existing primary social studies programs and the possibility that funds for the purchase of any new materials may be limited.

Conceptual Framework Development

The Social Studies Handbook is a concept-oriented program. Selected cognitive concepts from each of the social science disciplines have been identified from The Use of Social Studies Concepts in Curriculum Development.[1] The concepts, learning and family, found most often in primary social studies programs, form the basis for the first two units. Other concepts, e.g. cooperation, rules, goods, services, etc. follow but are not treated in the same detail.

Concept development as a strategy for both teaching and curriculum development holds a strong place in social studies education. It is assumed that through concept acquisition the student will gain both knowledge and comprehension of facts, methods and principles. Also assumed is the ability to apply the knowledge in situations where analysis, synthesis and evaluation skills are needed. The possibility that different types of knowledge are used differently has been proposed by Broudy. Identifying three types of knowledge: knowing that, knowing how and knowing with, Broudy points out that "knowing that" (basic facts) and "knowing how" (application) are the most frequently talked about in schooling. The third, however, "knowing with" although more difficult to measure, has important implications for social studies educators. Knowing with, according to Broudy, enables one to furnish "a context within which a particular situation is perceived, interpreted and judged."[2] The context is the ever-increasingly sophisticated mental apparatus which can be brought to bear on a particular problem or situation.

Concepts can be the focus of knowing that or they can become, through repeated exposure, the fabric of knowing with. It is the intent of this program to build knowing that, how and, particularly, with capability for children. Children make decisions depending upon the level of sophistication (the complexity of the conceptual framework) with which they perceive, interpret and judge. To accomplish this conceptual framework development, both modified inquiry and skill diversification strategies have been used.

1. Pennsylvania Department of Education, "The Use of Social Studies Concepts in Curriculum Development", March, 1979.

2. Broudy, H. S. "Types of Knowledge and the Purposes of Education", in Anderson, Richard Capiro, Rand J. and Montague, William E., Schooling and the Acquisition of Knowledge: New York, John Wiley & Son, 1977, pp 9-12

Modified Inquiry

Structured questions provide the means through which this program promotes a complex conceptual framework for children. Since one goal of the program is to encourage children to become "curiouser and curiouser" about the world in which they live, each lesson begins with a question i.e. Who learns? What are customs? What is a consumer? The activities are then designed to enable each child to find an answer to the question. The first two units, Learning and The Family contain the most complete sets of question/activity-answer lessons.

Skill Building

The Pennsylvania Department of Education has identified seven skills which have become the "building blocks" for this curriculum. The skills include information acquiring, reading, organization, communication, citizenship education, geography and time relationships. Charts are included throughout the Handbook which indicate the type of skill associated with each question as well as the cognitive level of the intellectual skills, represented by the student competency statements.

The Handbook is subtitled "A Language Arts Approach." Of the seven identified skills, three are directly related to social studies instruction: citizenship education, geography and time relationship. The others are more broadly based, demonstrating the relevance, particularly at the primary level, that social studies has to basic skill development.

What is the potential role of the Handbook in your program? The Handbook is designed as an organizer - not the definitive answer to primary social studies instruction. Lessons can be used individually; whole units can be followed. The range of questions that can be asked, however, is unlimited. It is hoped that those of you who use the program will become curriculum designers yourselves through the addition of your "Notes" to each lesson, expanding both the list of questions and the types of skill-based activities which build and reinforce the conceptual framework.

Social Studies Skills

The purpose of teaching skills in the social studies is to provide students with the tools to develop an understanding of themselves, other people and institutions. It is particularly important to initiate skills in the elementary grades and to reinforce and extend them on the secondary level. The key to a good curriculum is the sequential development of the skills so that all teachers know what has been planned on each level.

The following categories of skills are suggested as building blocks for the curriculum. Some of the skills are applied basic language arts skills that are necessary for the development of social studies understandings while others are specifically related to the social studies.

I. Information Acquiring Skills

- Develop abilities to expand observation using senses and recounting details.
- Be able to locate information in varied resources and reference books.
- Locate information in the library through the card catalogue and Reader's Guide.

II. Reading Skills

A. Reading for comprehension

- Develop vocabulary, especially social studies concepts and terms.
- Be able to skim and locate specific information and/or to acquire a general impression.
- Be able to recall facts, draw inferences, reach conclusions, identify cause and effect, predict outcomes, and distinguish fact from opinion.
- Interpret pictures, graphs, charts and cartoons.
- Use the SQ4R Method:

  Skim or Survey
  Change topic headings to <u>questions</u>
  Read
  Recite
  Reflect
  Review

B. Reading for exploring attitudes and feelings (novels, poems, folklore)

- Be able to relate to imaginative literature on a personal basis.
- Determine relationships of literature to social studies concepts.

III. Organization Skills

- Acquire and use key data to determine what, when, where, why and how.
- Classify data.
- Compare data.
- Analyze information.
- Synthesize information.

IV. Communication Skills

A. Writing Skills

- Write clear sentences with correct spelling and punctuation.
- Develop paragraphs with topical sentences.
- Provide facts to support generalizations.

B. Oral Skills

- Listen with care and recall accurately.
- Speak distinctly.
- Ask questions that elicit meaningful responses.
- Develop techniques to present ideas to a group, participate in a panel presentation, and operate in a small group discussion.

V. Citizenship Education Skills

A. Political Skills

- Establish criteria for selecting candidates for public office.
- Exercise franchise duties correctly.
- Identify governmental agencies as needed.
- Apply varied techniques to influence government officials.

B. Decision Making Skills

- Define the problem.
- List alternatives available.
- Establish criteria for acceptable alternatives.
- Evaluate the alternatives in terms of the criteria.
- Make a decision.

C. Interpersonal Skills

- Assume responsibility and work independently.
- Assume a variety of roles with authenticity.
- Work within a small group, assuming roles; i.e.; supporter, leader, observer, facilitator and writer.

- Resolve differences through compromise, third party intervention, appeal to laws or regulations, etc.
- Develop ability to influence others by use of authority, information and positive reinforcement.

VI. Geography Skills

- Develop a sense of direction and use of compass.
- Use and interpret symbols and legends.
- Measure distances and times, using scales.
- Identify and compare places on varied maps and globes.
- Draw inferences through the use of maps and globes as to climate, environmental and economic conditions.

VII. Time Relationship Skills

- Determine time and compare different categories of time.
- Relate personal experiences to time.
- Place related events in chronological order.
- Use time lines to show the relationship of varied events.

Several assumptions underlie this social studies program. Each assumption contributes aspects of strength to the program and, concurrently, implies some specific teaching strategies. How do these assumptions parallel yours about the role of the teacher in the classroom?

1. Teachers "teach" by being role models for students.

2. The teacher's attitude toward children, both by conveying the expectation that each student can learn and through demonstrating the fact that the teacher cares, is the key to student learning.

3. The strong teacher promotes learning by providing secure cognitive and affective boundaries for students to "push against."

4. Teachers can provide "individualized instruction" as they are in tune to the verbal and non-verbal communication of students.

What teaching strategies do these assumptions suggest?

1. Teachers must demonstrate learning behaviors for the student and must be able to interact with the student as "searchers for knowledge".

2. Teachers must be able to submerge their own "selves" as they respond to the needs of each child.

3. Teachers must plan for lessons thoroughly and systematically so that intricate details mesh into a comprehensive learning environment which both challenges and bolsters student learning.

4. Teachers must be willing to examine their own verbal and non-verbal communication patterns in order to respond appropriately to the behavior of students.

Social studies programs reflect the commitment of teachers to "explore the environment" with students. This "Primary Activities Handbook" suggests ways in which this might be accomplished. Activities have been planned which will stimulate student curiosity. The use of concept questions throughout the curriculum will promote modified inquiry skills as well as provide a basis wherein other questions can be raised and answered by students. This handbook is not a course of study but provides a framework through which teachers in the wide variety of school districts throughout Pennsylvania may incorporate social studies instruction in their classroom.

Throughout the program you, as the teacher, are encouraged to imagine to create, to change, modify and strengthen any of the activity sequences. We hope that you will become as involved in the learning process as we have in putting this program together. Best wishes!

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In addition to the designers of the Handbook, the Department wishes to acknowledge the contributions of the following elementary teachers who piloted these materials in their classrooms. Their comments and suggestions assisted us in revising this curriculum for final publication.

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Bulletin Board suggestions relating to various activities are found throughout the Handbook. These were developed by Kathryn S. Atman, University of Pittsburgh and Karen Milovac, Washington Elementary Educational Park.

SOCIOLOGY: LEARNING

Concept Question: Who learns?

Skill: Information Acquiring

Student Competency: Student will be able to recognize situations in which learning is taking place.

Suggested Activity: Use magazine pictures to make a collage of children and adults in various learning situations. Mount pictures on heavy oaktag. Discuss each situation. Stress idea that all age groups can learn. Collage may be given a title, such as "Everybody Learns," or "We All Learn."

Materials:
Large sheet of oaktag
Magazine pictures
Glue
Magic Marker

Notes:

Concept Question: Who learns?

Skill: Reading for comprehension

Student Competency: Student will be able to interpret an experience chart.

Suggested Activity: Encourage children to help you write experience chart related to who learns in their classroom. Have children make and cut out small selfportraits and mount these on experience chart. Refer to chart daily until children have mastered vocabulary words.

Materials:
Experience chart paper
Magic marker
Drawing paper
Crayons
Scissors
Glue

Notes:

Concept Question: Who learns?

Skill: Organization

Student Competency: Student will be able to classify who or what he/she can learn.

Suggested Activity: Divide a pocket chart into two columns-CAN LEARN and CAN'T LEARN. Provide small pictures illustrating both concepts. Have children place the pictures under the proper heading. Encourage children to tell why they made their choices.

Materials:
Pocket chart
Small pictures

Notes:

Concept Question: Who learns?

Skill: Written and oral communication

Student Competency: Student will relate information gained from interview with family member.

Suggested Activity: Have children conduct an interview with two family members asking them what they feel is the most important thing they learned while in school. Student may then write a short paragraph about information gained from the interviews. Paragraphs may be read to the class. Children who have a tape recorder available may wish to bring in the taped interview to share with class.

Materials:
Writing paper
Pencils
Tape Recorder

Notes:

Concept Question: Who learns?

Skill: Citizenship education

Student Competency: Student will recognize that in our country there is a law that requires all children to go to school.

Suggested Activity: Invite the school social worker to the class to discuss the law regarding school attendance and how it is enforced. Encourage children to ask pertinent questions.

Notes:

Concept Question: Who learns?

Skill: Geography

Student Competency: Student will be able to explain that children in different parts of the world go to school.

Suggested Activity: Display pictures of schools in other parts of the world.* If any member of the class has lived in a foreign country or visited there for a period of time, ask him or her to tell about the school in that country.

*Use maps to locate countries in which the schools are located.

Materials: Pictures of schools in other countries
Maps

Notes:

Concept Question: Who learns?

Skill: Time relationship

Student Competency: Student will comprehend that people of all ages are always learning.

Suggested Activity: Make a folding stand-up display using pictures of each age group in some learning situation. Begin with picture of an infant and continue pictures in chronological order. If desired, pictures may be labeled. Have children discuss the concept "life-long learning"

Materials:
7 sheets of 8" x 12" oaktag
Masking tape
Magazine pictures
Magic marker

Notes:

Concept Question: What can we learn?

Skill: Information acquiring

Student Competency: Student will be able to role play and list what is important to learn in school.

Suggested Activity: Play a game called "Can You Guess What I'm Learning To Do In School?" One child acts out a skill while the other children guess. Skills can be reading, math, writing, sharing, listening, singing, etc. As learning tasks are guessed the teacher lists them on the chalkboard. This activity may be used to reinforce spelling words.

Materials: Chalkboard
Chalk

Notes:

Concept Question: What can we learn?

Skill: Reading for exploring attitudes and feelings

Student Competency: Student will be able to relate to imaginative literature on a personal basis.

Suggested Activity: Read poem, "In School." Discuss what skills are mentioned in the poem and which of them are part of their own school day.

IN SCHOOL

We learn to write;
We learn to read;
We learn a lot
In school, indeed!

We learn about
Our many states,
And learn important
History dates.

We learn to work
With nails and tools,
And learn to follow
Different rules.

We learn to plan;
We learn to share;
For birds and pets
We learn to care.

We learn to add
And multiply;
We learn about
The earth and sky.

We learn to draw;
We learn to play,
And then we put
Our things away!

--Vivian G. Gouled

Notes:

Concept Question: What can we learn?

Skill: Organization

Student Competency: Student will determine what skills are learned.

Suggested Activity: Anchor a large branch of a tree in a can of sand or gravel to resemble a real tree. Branch can be sprayed white or left its natural color. Label the tree "The Learning Tree." Suspend from the twigs on which are written phrases to identify skills which are being learned.

Suggested phrases:
- to read
- to write
- to talk
- to play
- to share
- to listen
- to be polite
- to be proud of myself

Materials:
- Large can
- Sand or gravel
- Tree branch
- Colored paper for leaves
- Magic marker

Notes:

Concept Question: What can we learn?

Skill: Written and oral communication

Student Competency: Student will be able to tell what learning means to him or her.

Suggested Activity: Have children complete phrase "Learning is ....." Record responses on chart for classroom display. Refer back to chart periodically, have each child read his/her own response.

Materials:
Experience chart paper
Magic marker

Notes:

Concept Question: What can we learn?

Skill: Citizenship education

Student Competency: Student will develop decision making skills from learning situation.

Suggested Activity: Present short stories to children. Have children define the problem and decide how to make a decision to solve the problem. Suggested stories:

1. Billy came to school without a pencil. When the time came to do his written work he didn't have anything to write with. What could he do?
2. Jennifer went to the grocery store for her mother. She was to buy three items but could only remember what two of them were. What could she do?
3. Timmy couldn't find his mittens when he was getting ready to go to school one very cold morning. What could he do?

Notes:

Concept Question: Where do we learn?

Skill: Reading for comprehension

Student Competency: Student will recognize that learning can take place in many different locations.

Suggested Activity: Have children draw pictures of a school, library, museum, YMCA, home, playground, church, etc. Hang pictures from a coathanger mobile or display on a bulletin board.

Materials:

Coat Hanger
Oaktag
Drawing paper
String
Magic marker

Notes:

Concept Question: Where do we learn?

Skill: Citizenship education

Student Competency: Student will understand why taxes for schools are necessary.

Suggested Activity: Make a bulletin board display that illustrates the things in a school for which money must be paid; such as books, supplies, heat, light. Discuss with the children their role as responsible school citizens.

Materials:
Cut-out letters
Drawing paper
Crayons
Scissors
Pins

Notes:

Concept Question: Where do we learn?

Skill: Geography

Student Competency: Student will be able to tell the route he or she follows to and from school.

Suggested Activity: Place a picture of the school on a large sheet of paper and put it on the floor of the classroom. Sketch in the streets that run near the school. Have children demonstrate the direction in which they come to school and the direction in which they go home.

Materials:
Large sheet of paper
Magic marker

Notes:

Concept Question: Where do we learn?

Skill: Time relationship

Student Competency: Student will describe what the early schools in this country were like and what materials the children used.

Suggested Activity: Teacher uses a flannel-board with pictures of a log one-room schoolhouse and a little red schoolhouse. Flannel-board pictures should illustrate a hornbook, long wooden benches, the New England Primer, birch bark and charcoal, a young child and an older child (to illustrate that all ages were grouped together), etc. If desired, flannel-board pictures may be labeled. Ask children to compare early schools with schools of today.

Materials: Flannel-board
Flannel-board pictures

Notes:

Concept Question: When do we learn?

Skill: Information Acquiring

Student Competency: Student will locate information in reference books in the library.

Suggested Activity: Assign each child a question to be answered by using a reference book. Children are responsible for reporting answers back to the class.
Some suggested questions are:

1. How many teeth does a shark have?
2. How fast can a jet go?
3. What is the highest mountain in the world?
4. Who invented the radio?
5. What kind of tree grows bigger than any other tree?

Specific questions related to current events may also be used.

Materials: Resource books
Newspapers

Notes:

Concept Question: When do we learn?

Skill: Oral Communication

Student Competency: Student will demonstrate and describe things they have learned to do that a baby can't do.

Suggested Activity: Have children demonstrate and describe a number of things they can do now that they couldn't do when they were babies, such as walking, buttoning or zipping a jacket, reading, etc.

Notes:

Concept Question: When do we learn?

Skill: Time relationship

Student Competency: Student will be able to follow a time line that explains the chronological order of learning various skills.

Suggested Activity: Make a time line on a long strip of oaktag. Children may offer suggestions to add to the list of skills learned at various age levels.

Materials:
Long strip of oaktag
Magic marker

Notes:

Concept Question: How do we go about learning?

Skill: Information acquiring

Student Competency: Student will develop ability to use senses to learn.

Suggested Activity: Play a game in which sounds are used as signals for movement. Three finger snaps might mean 3 quick hops, one blow of a whistle might mean to run, two claps might signal 2 giant steps, etc. Teacher can expand upon this as desired.

Notes:

Concept Question: How do we go about learning?

Skill: Reading for comprehension

Student Competency: Student will generalize that we can learn from pictures as well as from words.

Suggested Activity: Make bulletin board display of road signs that use pictures instead of words. Discuss the advantages of communicating with pictures rather than with words - especially in countries where many different languages are used.

Road sign information is available from the local office of the American Automobile Association.

Materials: Large road sign pictures

Notes:

Concept Question: How do we go about learning?

Skill: Organization

Student Competency: Student will observe and classify objects according to touch.

Suggested Activity: Make touch charts using samples of sandpaper, cotton, rough wood, smooth wood, pine needles, flannel, etc. Have children touch objects and tell what objects could be grouped together. Arange and mount objects on chart into various groups. Place some objects in a paper bag. Have children touch objects without seeing them. Discuss difficulties encountered when objects weren't seen.

Materials:
Chart-size oaktag
Sample objects
Glue
Paper bag

Notes:

Concept Question: How do we go about learning?

Skill: Oral communication

Student Competency: Student will listen with care and recall accurately.

Suggested Activity: Play the listening activity "Do As I Say." The class listens carefully to a set of directions and then tries to follow them exactly. Try these types of directions: "Write your name on the last line of the paper. Write the numbers from 1 to 10 on the first line. Write the colors of our flag on line 10."

Say the entire paragraph while the class listens. No writing until after the teacher has completed all of the directions.

Begin with two directions and increase number as children develop proficiency.

Materials: Writing paper
Pencils

Notes:

SOCIOLOGY: THE FAMILY

Concept Question: Who is your family?

Skill: Information Acquiring and Reading

Student Competency: The student will be able to explore books in order to find information concerning families.

Suggested Activity: Find a special part of the classroom that can have room for a group of books about families. Try to make it comfortable--an overstuffed chair or pillow is great. Or you can try an old bathtub! Encourage children to explore the mini-library. A few minutes can be spent introducing the books to the class and a quick review of how to take care of books is very helpful in building good "caring for books" habits. Set apart a few minutes every day for the children to find a book and quietly read it. Afterwards, gather together and share what you have found. One child may tell of his/her book today and someone else tomorrow.

Materials: Books about the family
Pillows

Notes:

Concept Question: Who is your family?

Skill: Organizational Skills

Student Competency: The student will be able to construct and interpret data from a graph that compares families.

Suggested Activity: Write on the board different combinations of family members represented in the classroom. For example: only child, brothers only, sisters only, both brothers and sisters. Place this data in a graph on the board. Have each child identify the combination of family members he/she has and then color in a square for him/her on the graph. When the class is finished let them interpret the graph. Children can suggest other questions concerning families.

Materials:
Chalkboard
Chalk
Paper
Pencils
Graph paper
Crayons

Notes:

Concept Question: Who is your family?

Skill: Communication

Student Competency: The student will be able to verbally describe who is in his/her family.

Suggested Activity: The day before this activity tell the children that we will be having a "Show-n-Tell" of their families. Ask them to bring in a photograph of their family.

The next day let the children take turns sharing their pictures with the rest of the class.

Materials: Photographs

Notes:

Concept Question: Who is your family?

Skill: Citizen education

Student Competency: Students will be able to describe responsibilities of family members.

Suggested Activity: In an envelope have examples of family happenings. Group the children into groups of three or four. Have them pick a leader. The leaders then pick a card for their group. Examples on the cards would be: getting up in the morning, an evening at home, having dinner, preparing for a vacation. Identify responsibilities for each activity.

Each group gathers to produce a puppet show depicting their situation. Puppets can be made using tongue depressors, socks, or any media. A small stage can be built from a big box and an old curtain. After some "secret" rehearsals each group presents its show.

Materials:

Box	Old curtain
Glue	Tongue depressor
Scissors	Construction paper
Felt	Yarn
Sequins	Colored pencils
Scraps of material	

Notes:

Concept Question: Who is your family?

Skill: Geography

Student Competency: The student will be able to identify the rooms of the place where they live

Suggested Activity: Take the class on a walking tour of your school. Help the students to notice where various rooms are. Upon returning to your classroom get a large sheet of paper, tape it to the floor and draw the outline of the school (a flat view). Let the students label the map, and draw appropriate dividing lines. Then have them include things such as water fountains, doors, rest rooms. When completed go back through the school with the class and map. See how well you did. For the next day let each child prepare a map of his or her house, as they did for the school. Make a list of things they should look for in their homes. Compare them the next day. Where are the various rooms located? Why do they think rooms have been placed where they are? Are some rooms used more than others? Are there any special rooms? Is there a place you can go if you want to be alone? Which room do you think is the most fun?

Materials: Paper
Pencils

Notes:

Concept Question: Who is your family?

Skill: Time Relationships

Student Competency: The student will be able to organize the members of his/her family in relation to age.

Suggested Activity: Give each child a sheet of paper and ask him/her to draw a tree and write his/her last name at the bottom of the tree. Pass out green paper for each child to cut out a green leaf for each person in his/her family writing the name on each. Show the class how to make a family tree, using a green leaf for each member of the family, placing the leaves for the oldest members on the bottom branches.

Materials:
Construction paper
Scissors
Paste
Crayons

Notes:

Concept Question: Who is your family?

Skill: Time relationship

Student Competency: The student will be able to represent his or her family on a time line.

Suggested Activity: Cut a 6" wide piece of paper the length or width of your classroom. Tape it to the floor. Have the children mark it off into approximately 80 equal units. Let each child make a set of name cards for members of his/her family. Children are to find out how old their family members are and include that on the card. Place each card on the appropriate age block on the time line.

Materials:
Wide masking tape
Magic markers
6" wide paper
Name cards

Notes:

Concept Question: Why are responsibilities in the family important?

Skill: Information Acquiring

Student Competency: The student will be able to describe ways he or she helps at home.

Suggested Activity: Pass out 3 sheets of plain white paper to each child. Have them all folded in half width-wise. Then give each child a sheet of construction paper to also fold in half to make a cover for his/her booklet. Either punch holes and tie with yarn or fasten together with paper fasteners on the left side. At the top of each page the children should write the name of each day of the week. For 7 days everyone then should keep a "Good Deed Diary" of jobs and nice things he or she does to help at home. When the week is up discuss and/or graph the various types of deeds. Also discuss whether keeping this diary had any effect on the children or their families.

Materials:

White paper
Construction paper
Yarn/fasteners
Pencils
Crayons

Notes:

Concept Question: Why are responsibilities in the family important?

Skill: Organization

Student Competency: The student will be able to analyze a problem and project an answer.

Suggested Activity: Have everyone think of a chore he or she does not like to participate in at home. Discuss these and why they feel as they do. Then let them think of new ways to take care of these drab chores. Let them illustrate their ideas and give them a name. A bulletin board display can be made. Each child will explain his/her idea to the class.

Materials:
Construction paper
Crayons
Various art materials

Notes:

Concept Question: Why are responsibilities in the family important?

Skill: Citizen education

Student Competency: The student will be able to propose changes in his/her living environment.

Suggested Activity: Present the class with this idea. "If I ran my house..."*

* Discuss how sometimes all of us have to do jobs that may be inconvenient and unpleasant. Let the children write a story or verbalize their ideas for a house where those jobs are eliminated.

Materials:
Pencil
Paper

Notes:

Concept Question: Why are responsibilities in the family important?

Skill: Time relationship

Student Competency: The students will be able to describe responsibilities of different age groups.

Suggested Activity: Take a long sheet of construction paper and make several accordion folds. Label each section: a baby - 3 years - 6 years - 9 years - high school - grown up. Discuss how our responsibilities change as we grow up. Draw a picture for each section and write a sentence describing the responsibility. Fold the booklet and make a title for it.

Materials:
Construction paper
Crayons
Tape

Notes:

Concept Question: Why are different responsibilities in the family important?

Skill: Geography

Student Competency: The student will be able to compare family responsibilities.

Suggested Activity: Have the class find pictures showing family life in the city and in the country. Mount them on a bulletin board. Discuss responsibilities that would be alike and different for families living in each place.

Materials:
Magazines
Scissors
Paste
Construction paper

Notes:

Concept Question: Why are responsibilities in the family important?

Skill: Time relationship

Student Competency: The student will be able to distinguish which responsibilities are characteristic to seasons of the year.

Suggested Activity: Divide the class into 4 groups. Each group should find or draw pictures of a particular season of the year and paste them on a sheet of poster board. Have each group analyze their pictures and think of responsibilities that would occur in that season. Gather in a large group to share your findings. Display the posters.

Materials:
Old Magazines
Scissors
Paste
Poster board

Notes:

Concept Question: When are families needed?

Skill: Time relationship

Student Competency: The student will be able to compare needs as they change because of time.

Suggested Activity: Have a set of pictures showing infancy, childhood, adolescence, adulthood, and old age. Discuss how our needs may change as we grow older. Then discuss how families help people to meet these needs during their lives.

Materials: Set of pictures

Notes:

Concept Question: How can family members get along with one another?

Skill: Information Acquiring

Student Competency: The student will be able to recall doing enjoyable things with their family.

Suggested Activity: Ask the class to describe good times they have had doing things with their families.

Using a large roll of paper make a mural showing their responses.

Materials:
Paper
Colored pencils/crayons

Notes:

Concept Question: Where do we find families?

Skill: Communication

Student Competency: The student will be able to use a phone politely and accurately.

Suggested Activity: Many families scattered across the country, keep in touch by means of the telephone. Borrow a telephone system from your local telephone company. Discuss how it can help relatives and friends keep in touch with one another. Have children find out their phone numbers. Make a list of good manners to use while on the phone. Practice using the phone and taking messages. Make up a small phone book for the class to fill in. Include emergency numbers in case of a family emergency.

Materials: Phone system
Paper phone books

Notes:

Concept Question: Where do we find families?

Skill: Communication

Student Competency: The student will be able to appreciate and gather information from and about children from other countries.

Suggested Activity: Establish a foreign classroom exchange of ideas, pictures, and other information.

Write: People to People
School Exchange Program
2401 Grand Avenue
Kansas City, MO 64050

Notes:

Concept Question: Where do we find families?

Skill: Time Relationship

Student Competency: The student will be able to identify types of shelter and determine living conditions as a consequence thereof.

Suggested Activity. Discuss types of shelter used today and in the past. List them. In small groups make models of them. Discuss and prepare a short report to the class of what family life is like in each type of shelter.

Examples: cave, tepee, thatch hut, adobe, wood house, split level, condominium, apartment, duplex, underground house.

Materials:

Clay	Wood pieces
Cloth	Tissue paper
Cardboard	Glue
Paper	Pencils

Notes:

Concept Question: How are families alike?

Skill: Reading

Student Competency: The student will be able to recognize families as being universal.

Suggested Activity: Read books to the class that describe families in other countries. Discuss how they have needs similar to those of their own families.

Make a bulletin board of information learned from these books. The students can be grouped so that each makes a section of the bulletin board display.

Materials:
Books
Paper
Pictures
Crayons

Notes:

Concept Question: How are families different?

Skill: Information Acquiring

Student Competency: The student will be able to appreciate and distinguish differences between culturally different families.

Suggested Activity: Plan a taste day with different types of food representing different ethnic cultural groups.

Materials: Different foods and recipes

Notes:

Concept Question: How are families different?

Skill: Geography

Student Competency: The student will be able to identify the countries they researched.

Suggested Activity: Using a globe find the countries that were researched and mark them. Discuss how their geographic location helps to determine the type of clothing and housing which might be needed there.

Materials: Globe

Notes:

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Concluding Activity

Have each child invite his/her family or an older friend to school for a "Family Day." Plan a short program to tell what they have been studying at school. Have students work displayed. Serve refreshments.

SOCIOLOGY: SOCIAL PROCESSES

Customs
Cooperation
Competition
Conflict

Concept Question: What are Customs?

Skill: Reading/Communication-Oral/Information Acquiring

Student Competency: The student will be able to reach a conclusion of what a custom is, based upon their interpretation of a collection of pictures.

Suggested Activity: Pull from a picture file various holiday and festival pictures and display them on a flannelboard.

As the children recognize the activity, via its color, action, etc. and give the pictures their traditional name, then hold up a drill card "custom."

For more of a challenge: list on the chalkboard a number of traditional holidays which appear in the Second Grade Pictionary.

Children must locate word, page numbers and the picture depicting each traditional holiday-festival word.

NOTE: Consider using the terms "customs" and "traditions" synonymously.

Customs folkways, established and persisting for a long period of time within a group, become a tradition.

Example: Christian holidays, Ethnic festivals, Jewish holidays.

Materials:
Picture File
Flannelboard
Drill Card
Second Grade Pictionary
Chalkboard-chalk
Tape

Notes:

Concept Question: What is an example of custom?

Skill: Information Acquiring/Communication/Interpersonal/ Time

Student Competency: Students will recognize through involvement, that school spirit is an example of a custom.

Suggested Activity: Prior to a sport season, school-wide, the students and teacher should aquire information from the principal on the history of the school. (interview) Teacher and students can decorate their classroom with as much school spirit paraphernalia as can be found, i.e., mascot, banner, crepe paper streamers, caps, etc. Invite children from other classes in to observe and participate in this activity. Ask children to:

-volunteer to lead the rally with spirit chants and songs

-Students might volunteer to explain the colors of the banner and the mascot or a group of students might put on a play, which the teacher has scripted, depicting historical information about the school.

Discuss how having school spirit is a custom and what might happen in a school if there were no "spirit".

Materials:

Streamers in school colors
Mascot
Banner
Caps-Pins
Tape recorder
Tapes

Notes:

Concept Question: Where did customs come from?

Skill: Reading/Information Acquiring/Communication/Interpersonal/Time

Student Competency: Student will describe the process of passing down customs from generation to generation.

Suggested Activity: Children will search the library and select and read books which describe how a holiday is celebrated in various cultures in the United States. Each child will select one custom from the book they read, i.e., Christmas-Mexican-American: pinata.

-Each child will write a report giving information about the custom. (This may require the children's interviewing some persons in the community who are members of that particular culture.)
-Children will draw a picture to go with the report.
-Children will enclose both in a folder and title the folder.

Give each child time in order to explain his/ her custom.

Materials: Library books depicting various cultural holidays in the United States
Pencil Paper Folders Crayons
Tape recorder
Tapes

Notes:

Concept Question: Why Did People Keep These Customs Alive?

Skill: Communication/Interpersonal/Time/Information Acquiring

Student Competency: Children will recognize the pride that people have as a result of the remembrances of our roots - history, heritage, identity.

Suggested Activity: Plan a field trip for the students to see an ethnic dance group entertaining in the area, i.e., Pittsburgh-Duquesne University-Tamburitzans. Children will bring back souvenirs of this experience for display.

To reinforce the activity, the teacher can have the children draw pictures and write a short experience paper about the trip.

Materials:
Transportation
Paper-Pencils
Crayons

Notes:

SOCIAL PROCESSES : COOPERATION

Concept Question: What Is Cooperation?

Skill: Information Acquiring/Reading/Communication/Interpersonal

Student Competency: The student will be able to reflect on the meaning of "cooperation" by describing how he/she cooperates at home.

Suggested Activity:

Children and teacher will discuss posted root word "cooperate," by turning to p. 197 and reading the definition - "working together."

Call students' attention to chart displaying numbered pictures.

Direct children to write down on paper the numbers of the pictures which show the definition for the word "cooperate."

Children will check their answers with the hidden answers on the chart.

Add the suffix ending (put on word card dropping 'e' and add 'action') to root word "cooperation". Children will locate definition, p. 197 "working together, unified effort or labor." Children will understand the word form more clearly if they say the word and clap out the number of syllables in the word.

Give a homework assignment each child must be ready to write, tell or draw about how they "cooperated" at home that previous evening.

Materials:

Word cards "cooperate"; "cooperation"
Magazine Picture File
Paper
Thorndike-Barnhart Beginning Dictionary, Scott-Foresman, p. 197.

Notes:

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Concept Question: Where Does Cooperation Occur?

Skill: Information Acquiring/Interpersonal

Student Competency: The student will be able to identify situations where cooperation takes place, and apply principles or cooperation during their ongoing classroom experiences.

Suggested Activity:

Children can illustrate, by pantomime, cooperation at home, school and in the community.

Children can share similar cooperative experiences as they relate to pictures and filmstrips shown by the teacher.

Structure situations requiring cooperation of children, and discuss how their cooperation affects the working of the group.

Materials:

Magazine Picture File
GUIDANCE ASSOCIATE Filmstrips
-"What Do You Do About Rules?"
-"What Happens Between People?"

Notes:

Concept Question: How - Why Does Cooperation Occur?

Skill: Communication-Oral/Interpersonal/Time/Political/Information Acquiring/Reading

Student Competency: Ask the librarian to help the children locate books dealing with cooperation (relevant to grade level), i.e., sports, games, friends, animals and adventure.

Suggested Activity: Children will select an individual book to read for pleasure. Select other books to display in classroom under heading "cooperation."

Upon completion of reading individual books, children will share with the class "how" or "why" cooperation occurred in each one of their books.

These additional questions can also be used:

--How, why do we cooperate with our teachers, friends and families?
--In what ways (or how) does our society expect us to cooperate?
--How, why do we get more done in less time if we cooperate with others?

Materials: Library books

Notes:

Concept Question: With Whom Do You Cooperate?

Skill: Communication/Interpersonal/Reading

Student Competency: Students will nonverbally communicate, through construction of a picture book, with those whom they cooperate with on a daily basis.

Suggested Activity: Give the children sheets of 9x12 manila paper cut in half. Direct the children to independently draw in crayon an individual per sheet with whom they cooperate daily, i.e., teacher, parent, sibling, friend, animals, policeman, policewoman, traffic guard, etc.

As children request, list names of individuals on chalkboard, so children may label their pictures.

As children complete their drawing, staple the pages together into a booklet with a cover. The children should title this booklet -Cooperation.

Children may share their booklets with their classmates and teacher in a nonverbal manner "Sustained Silent Reading" activity.

Display the booklets in a Reading Corner, where others may look at the booklets at their leisure.

Materials:
Manila paper (9x12)
Crayons
Stapler
Chalkboard-chalk

Notes:

SOCIAL PROCESSES: COMPETITION

Concept Question: What is Competition?

Skill: Information Acquiring/Reading

Student Competency: Children will analyze the meaning of the word "competition".

Suggested Activity: Children can discuss the meaning of the root word "compete", instruct class to turn to the word in the dictionary and locate the meaning. Write the definition of 'compete' on chalkboard underneath card 'compete.'

compete

Describe this root word as being a passenger car on a big train. (Teacher places construction paper wheels under the word card).

compete

Write the word "competition" on another word card. Explain to class that this word was made from the root word "compete", by adding a car to the end of the train--this is the caboose car and the word-form is called the 'suffix' to the root word.

competition

Explain that the word was made by changing the 'e' to 'i' and adding 'tion.' Class is instructed to look up definition of 'competition', "trying to win or gain something for which others are trying at the same time."

Materials: Dictionary
Word form cards

Notes:

Concept Question: Why Does Competition Occur?

Skill: Information Acquiring/Communication-Oral/Interpersonal/Reading (Attitudes-Feelings)

Student Competency: The student will interact, communicate and recall reasons why competition has occurred in his/her daily life.

Suggested Activity:

Give directions for competitive activity (game or relay race) the class (grade level) most enjoys. Children participate in the activity.

--At the end of competition, class discusses why competition occurred (trying to win); ask questions such as:
  --why did they cheer the players on to victory?
  --why did they run quickly to complete the task?
  --why were they excited?
  --why did they follow directions well?
--Children then pantomime behaviors exhibited by others as they tried to win.

Continue discussion on 'why competition occur.' Children can volunteer other experiences they have had at school and describe why those experiences became competitive.

Materials: Playground

Notes:

Concept Question: With Whom Are You In Competition?

Skill: Interpersonal (Attitudes and Feelings)

Student Competency: Through experiencing the playing of a team game, the student will understand that each person isn't only in competition with self, but also with members of a group (peers or siblings) as a member of a group.

Suggested Activity:

GAME "Kickball"
-Select two captains; captains select teams; first captain to holler "kicker" goes to base first; other team goes into the field.
-One team at the base; one team in the field.
-One person at a time kicks ball into field; when the team at the base has three outs, they change sides.
-Field team comes into base; repeat of above procedure.
-Game is played until children tire or class period ends.

Show the following filmstrips as follow-up:
GUIDANCE ASSOCIATES Filmstrips
-"Guess Who's In a Group"
-"What do you expect of others?"

Materials: Large Ball

Notes:

Concept Question: Where Does Competition Occur?

Skill: Information Acquiring/Communication-Oral, Written Interpersonal

Student Competency: The student will be able to identify situations, via physical, oral and written activities, where competition can take place.

Suggested Activity: Children discuss pictures of an auto race, horse race and humans running a race. The children, via observation of pictures, see that in each picture competition is being displayed.

Select two children as Team Captains, or the class may select. The Captains select classmates, equalizing sides. The teacher calls off Math Facts or Spelling words. Score is recorded on chalkboard by the teacher or a student. The team with the largest number of correct answers in time allotted (3-5 minutes) wins and receives an award.

(Optional-see note) Children will write their weekly spelling words from teacher's dictation. The children with largest number of correct answers receives an award. (Optional-see note). Teacher takes class to playground and supervises relay races--girls vs. girls, boys vs. boys, and girls vs. boys.

NOTE: No award for winning team; teacher explains that for every competitive participation, there may not be an award.

Materials:

Magazine Picture File
Math Cards or Spelling Book
Chalkboard-chalk
Tablet Paper-Pencils
Inexpensive Rewards (optional)
My Second Picture Dictionary, Scott-Foresman, p. 56.
Thorndike-Barnhart Beginning Dictionary, Scott-Foresman, p. 185.

Notes:

SOCIAL PROCESSES: CONFLICT

Concept Question: What is Conflict?

Skill: Information Acquiring/Reading (Attitudes and Feelings)

Student Competency: The student will be able to define "conflict".

Suggested Activity: Discuss word "conflict", with the children. (NOTE: Attempt to stay away from situations describing the word.) Then conduct a word search in the dictionary for the definition of "conflict" or view a filmstrip to see whether the situation shown suits the definition that has been acquired.

NOTE: (definition) active opposition of persons or ideas, difference in thought and action.

Materials: Dictionary - Thorndike-Barnhart Beginning Dictionary, p. 190
Guidance Associate Filmstrip: "You Got Mad-Are You Glad?"

Notes:

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Concept Question: Why Does Conflict Occur?

Skill: Information Acquiring/Communication-Oral/Interpersonal/Reading (attitudes-feelings)/Organizational Skill

Student Competency: The student will be able to demonstrate through classification, discussion and role-play (drama, puppetry) why conflicts occur.

Suggested Activity: Show magazine pictures depicting persons with different facial expressions to the class. Have children classify the pictures by using this sentence, "This person is _____." Each group chooses pictures to discuss - they should discuss what may have caused conflict to occur with the pictured individual.

Children can use puppets to examine the possible causes of conflict, i.e., quarrel, accident.

Materials: Magazine Picture File
Hand Puppets

Notes:

Concept Question: When Does Conflict Occur and How Do We Resolve It?

Skill: Information Acquiring/Interpersonal/Reading (Attitudes and Feelings)

Student Competency: The student will recall situations which have resulted in anger, and identify alternatives to this behavior.

Suggested Activity: Children can discuss and the teacher will list the "Things That Make Me Angry" and "What I Do When I Get Angry." The class might then predict consequences of alternative ways of handling anger. Children will 'brainstorm' a list of classroom rules which they will abide by and which will demonstrate acceptable ways of handling anger.

NOTE: As situations arise, teacher will remind students of the need for acceptance, conflict-managing behavior.

Materials:
Good listening ear
Chalkboard-chalk
Newsprint
Magic Markers
Sesame Street "Learning To Solve Problems"

Notes:

POLITICAL SCIENCE

Rules and Laws
Voting

Concept Question: What Are Rules and Laws?

Skill: Information Acquiring

Student Competency: Student will be able to locate information in a dictionary or other library source.

Suggested Activity: Ask the class to define the word "law." Dictionaries and other library sources may be used. Discuss the meanings that are given. Lead children to understand that "laws" are rules made by elected officials for the common good of the majority.

Ask the class to define the word "rule." Dictionaries and other library sources may be used. Discuss the meanings that are found. Lead children to understand that "rules" are guides for conduct, action and usage.

Materials: Dictionary
Other library sources

Notes:

Concept Question: What are rules and laws?

Skill: Reading for comprehension

Student Competency: Student will be able to read and interpret a chart.

Suggested Activity: Make a chart showing that the school board makes rules that all schools must follow, the school principal makes rules that all classes must follow, and each classroom has rules that each member of that class must follow.

Materials:
Chart paper
Magic marker

Notes:

Concept Question: What are rules and laws?

Skill: Organization

Student Competency: Student will be able to classify statements as a law or a rule.

Suggested Activity: Write phrases on word cards. Have children decide whether what they read should be classified as a law or a rule. Provide these two headings on the chalkboard and children may place appropriate phrase under proper heading. Here are some suggested phrases:

Speed Limit - 35 m.p.h.
Talk quietly.

STOP (Illustrate so that it will be recognized as a traffic sign.)

Please be seated.
Work quietly.
Don't litter.
Stay off the grass.
No smoking.

Materials:
Oaktag for phrase cards
Magic marker
Chalkboard

Notes:

Concept Question: What are rules and laws?

Skill: Oral communication

Student Competency: Student will be able to present ideas to a group.

Suggested Activity: Have children make up a story about "One Day In The Life of a Boy (or Girl)". As they tell the story about a make-believe child, encourage them to include many situations that involve laws or rules that this fictional child must act on or obey. The children who are listening should then try to recall as many of these instances as possible.

Notes:

Concept Question: Why are rules and laws necessary?

Skill: Reading for comprehension

Student Competency: Student will interpret pictures and develop social studies vocabulary.

Suggested Activity: Children will make a class book: "Rules Help Us Live Together." Have each child draw a picture illustrating a law or rule of the community. Depending on the grade level, sentences may be written to tell the rule that is illustrated. Keep the completed class book in a prominent place in the classroom and allow the children to read it during their free time.

Materials:
Large manila paper, 12" x 18"
Clips for binding pages of book together
Crayons

Notes:

Concept Question: When are rules and laws used?

Skill: Reading for comprehension

Student Competency: Student will be able to draw inferences and predict outcomes.

Suggested Activity: Play the game "See That Sign." Print several common signs on oaktag. For example: "KEEP OUT," "NO PETS," "SCHOOL CROSSING," "NO LITTERING." The leader shuffles the signs and places them face down on a table. Each player in turn picks up a sign from the table, shows it to the group, reads it aloud, explains its meaning, and tells where this sign may be found.

Materials: Oaktag
Magic marker

Notes:

Concept Question: Who makes rules and laws?

Skill: Organization

Student Competency: Student will classify laws into categories.

Suggested Activity: Provide children with a list of statements that involve regulations from three levels of government, federal, state and local. Use statements such as:

Postage is required on all mail.
Put money in parking meter.
We pay tax on gasoline.

Have the children divide these into 3 categories - federal laws, state laws and community laws. List them on the chalkboard or on a chart. Point out that every state and every community has certain laws of its own.

Materials: Chalkboard
Chalk

Notes:

Concept Question: Who makes rules and laws?

Skill: Information Acquiring

Student Competency: Student will locate information in the library through the card catalogue.

Suggested Activity: Assign a small committee of children to go to the library to bring back to the class all of the information that they can find about "law-makers." (NOTE: You may want to alert the librarian, as the children may require help.) Keep these reference books in the classroom as a handy source for all class members to use.

Materials: Library reference sources

Notes:

Concept Question: Who makes rules and laws?

Skill: Citizenship education

Student Competency: Student will establish criteria for selecting candidates for public office.

Suggested Activity: Teacher may lead a discussion encouraging children to name one quality that they most admire in an adult friend or relative. These attributes may be listed on the chalkboard and then discussed to determine which of these qualities would be desirable in a person who makes laws and rules that affect the way we live. Discussion leader may add to the list.

Materials:
Chalkboard
Chalk

Notes:

Concept Question: Who do people vote for?

Skill: Oral communication

Student Competency: Student will ask questions that elicit meaningful responses.

Suggested Activity: Invite a local elected official to visit the class. In preparation for the visit have the children think about what questions they would like to have answered by the visitor. For example:

What is your main duty?
What do you like best about your job?
How many people work with you?
How many hours a day do you work?
Where is your office?

Perhaps a field trip to the office could be arranged as the result of this school visit.

Notes:

Concept Question: Who makes rules and laws?

Skill: Oral and written communication

Student Competency: Student will develop a paragraph with topical sentence and will develop a technique to present ideas to a group.

Suggested Activity: Assign children the task of writing a short paragraph about the work performed by

a local official such as the mayor,
a state official, such as the governor,
and a national official, such as the president.

Children may use any library or classroom source available. Paragraphs may then be read to the class.

Materials:
Writing paper
Pencils
Reference materials

Notes:

Concept Question: When are rules and laws used?

Skill: Oral communication

Student Competency: Student will develop techniques to operate in a small group discussion.

Suggested Activity: In a small group activity, ask children to imagine themselves living in the year 3000. Discuss with the group what laws might have to be changed and why. Since the children will be thinking from a futuristic viewpoint this may encourage imaginative discussion.

Notes:

POLITICAL SCIENCE: VOTING

Concept Question: How do people vote?

Skill: Reading for comprehension

Student Competency: Student will develop social studies vocabulary and terms.

Suggested Activity: Use a word-search game to strengthen vocabulary related to elections. Teacher can determine what words are to be included depending upon the terms that are being used in the process of learning about elections.

Materials: Mimeographed word-search games

Notes:

Concept Question: Where do people vote?

Skill: Citizenship education

Student Competency: Student will learn to exercise franchise duties correctly.

Suggested Activity: Invite a person who works at the polls to visit the class to tell about his/her duties. Teacher can provide a sample ballot or illustration of a voting machine so that the visitor is able to demonstrate the procedure that is followed.

It is not necessary to get deeply involved in the procedure but the children should be aware of what voting method is used in their community, whether it is a hand-marked ballot or voting machine.

Materials: Sample ballot
Illustration of voting machine

Notes:

Concept Question: Where do people vote?

Skill: Information Acquiring

Student Competency: Student will develop abilities to expand observation using senses and recounting details.

Suggested Activity: Arrange to have the class visit a polling place on election day to see how people vote. Upon return to the classroom encourage children to share what they observed by writing an experience chart story.

Materials:
Experience chart paper
Magic marker

Notes:

Concept Question: How do people vote?

Skill: Citizenship education

Student Competency: Student will learn to exercise franchise duties correctly.

Suggested Activity: Have pupils plan and carry out an election in the classroom. Have children nominate candidates, make campaign speeches, and cast and count ballots. Several committees of students could be formed to accommodate the various aspects of the election.

Notes:

GEOGRAPHY

Location and Direction
Transportation
Regions and Regionalism

GEOGRAPHY: LOCATION AND DIRECTION

Concept Question: What are directions?

Skill: Information Acquiring/Communication

Student Competency: The student will be able to understand what directions are.

Suggested Activity: Ask the class to explain what they think directions are. Ask them to think of words that are direction words. List them on the board.Then play "Simon Says" using as many of the listed words as possible. Let the children take turns giving the directions to the class.

Materials: Chalkboard

Notes:

Concept Question: What are directions?

Skill: Information Acquiring

Student Competency: The student will be able to recognize the four primary directions.

Suggested Activity: Introduce to the class the directions North, South, East and West by placing a taped circle on the center of the floor on which you are standing and label the walls of the room with the directions written on the cards. Make a ditto of objects around a circle. Ask the children to identify what object is North, South, East and West of them if they are standing in the circle.

Materials:
Ditto
Direction Cards
Tape

Notes:

Concept Question: What are directions?

Skill: Geography

Student Competency: The student will be able to use a compass in order to find a treasure.

Suggested Activity: Bring to the class a chart showing compass. Have the students identify the abbreviations for the directions. Pass out compasses. Demonstrate how they can be used to follow directions. Discuss how they are used while hiking. Make a few directions for the children to find things in the classroom by using their compass. If you have any Cub Scouts in your room they may be able to add some information to the discussion. Then divide into small groups. Give each group a treasure map to follow. (You will have to do some preplanning for this.) Use the directions from the compass and step spaces. If you have a playground you can use objects as focus points. Have everyone arrive at the same treasure. On a warm day a great treasure could be kool-aid and cookies!

Materials:
Compasses
Treasure maps
Treasure
Chart

Notes:

Concept Question: When do we use directions?

Skill: Information Acquiring

Student Competency: The student will be able to recall when directions are used.

Suggested Activity: With the class take a walk through the school. Ask the class to pay special attention when directions are being used. Upon return to the classroom list these on the board. Next ask if there were any directions they had to follow on their way to school in the morning. Elicit as many examples as possible and discuss them.

Materials: Board

Notes:

Concept Question: When do we use directions?

Skill: Information Acquiring

Student Competency: The student will be able to find directions used in everyday life.

Suggested Activity: Show the class a cake box. Discuss the directions for making a cake. Show the class how written directions can be found all around us. Assign the class to bring in a picture or a real object which has directions to follow on it. Arrange these on a bulletin board. Discuss the various sources of the directions. Write down on cards a recipe for jello or pudding, ect. and let the children follow directions to make themselves a snack.

Materials:
Cake box
Bulletin board
Recipe
Cooking materials

Notes:

Concept Question: When do we use directions?

Skill: Communication

Student Competency: The student will be able to demonstrate when directions are used in our daily lives.

Suggested Activity: Make a deck of daily activities on index cards. Play "Charades" with the children taking turns picking a card and then acting out the activity. The person to correctly guess the activity gets to do the next one. Some examples are brushing your teeth, eating dinner, getting dressed, making cereal, buying an ice cream cone, packing for a vacation.

Materials: Index cards

Notes:

Concept Question: When do we use directions?

Skill: Geography

Student Competency: The student will be able to find places on a simple road map.

Suggested Activity: Place on the board a road map of Pennsylvania. Copy on the board the symbols from the map and discuss them. Demonstrate how the mileage scale is used. Show how towns and cities can be located by matching letters and numbers. Make a set of task card questions concerning the map. Divide the class into two teams and compete to see which can answer the most questions.

Materials:
Chalkboard
Task cards
Pennsylvania map

Notes:

Concept Question: How can following directions be of help to us?

Skill: Information Acquiring

Student Competency: The student will be able to identify the function of signs in the neighborhood.

Suggested Activity: Take the class on a walk through your neighborhood to look for signs that give directions. Make sure everyone has a tablet or sheets of blank paper and crayons to duplicate the signs. As the children see signs assign one for each to draw. Upon return to the classroom have all the pictures placed on the board and discuss where they were found and what they mean. Ask how these signs can be of help to people. Construct a learning center with the signs on one side and their meanings on another.

Materials:
Paper
Crayons
Poster board

Notes:

Concept Question: Why should we follow directions?

Skill: Reading

Student Competency: The student will be able to recognize that following directions can be important to your use of time.

Suggested Activity: Give the children sheets of directions to follow. Stress the fact that they are to read each item before beginning. Make the last direction "Do not do this". Pass out the directions and see how many follow them. Discuss how time can be wasted by not following directions.

Materials: Direction sheet

Notes:

Concept Question: Why should we follow directions?

Skill: Communication

Student Competency: The student will be able to appreciate trying to follow directions as an important factor in teamwork.

Suggested Activity: Set up a role-play situation using volunteers. The purpose is to recognize that when we take the time to follow directions we are usually happier and others around us are more pleased with us.

1. You are up to bat. It's the first time you've ever played baseball. You hit the ball hard and take off for third base!

2. You have offered to help out with the school bake sale. You've picked up a box of cookie mix and get started. You carefully start to read the directions on the box and say "Oh this is so easy" and away you go. All your cookies turn out as hard as bricks.

Notes:

GEOGRAPHY: TRANSPORTATION

Concept Question: What is transportation?

Skill: Information Acquiring

Student Competency: The student will be able to list various forms of transportation.

Suggested Activity: Ask the children to think of ways people used to travel from one place to another. List these on the board in categories of air, land and water. Construct a bulletin board by finding pictures from old books and magazines or drawing pictures.

Materials:
Books
Magazines
Bulletin board

Notes:

Concept Question: What is transportation?

Skill: Time Relationship

Student Competency: The student will be able to identify modes of transportation in relation to time.

Suggested Activity: On the wall or bulletin board construct a general time line of "Long, Long Ago", "In the Past", "Today", "In the Future". Have the children research the types of transportation and plug them into the appropriate categories. For "In the Future" have children anticipate forms of transportation that may be necessary in years to come.

Materials:
Bulletin board
Lettering
Paper
Pictures of transportation

Notes:

Concept Question: What is transportation?

Skill: Citizen Education

Student Competency: The student will be able to recognize the purpose of and use for good manners while using transportation.

Suggested Activity: With the class list all the types of transportation used by the children. Usually when we use public transportation there are other people involved. Discuss how manners are important in making our encounters with people pleasant. Role-play some situations such as offering our seat on a bus to an older person, pleasantly paying the bus driver, excusing oneself when in crowded situations.

Notes:

Concept Question: What types of transportation are characteristic of the city and country?

Skill: Reading

Student Competency: The student will be able to characterize a form of transportation.

Suggested Activity: Discuss with the children the various forms of transportation that are found in their area. Ask each member of the class to choose a form of transportation. Give it a human name that begins with its same consonant sound, for example, Billie Bus. Next, have the class think for a few minutes if their "person" could talk what they would have to tell us about their daily activities and experiences. Write a short story telling about this. Add a picture to it. Read stories to the class.

Materials: Experience paper
Pencils

Notes:

Concept Question: What types of transportation are characteristic of the city and country?

Skill: Organization

Student Competency: The student will be able to classify types of transportation as primarily used in the city or country.

Suggested Activity: Have children find or draw pictures showing types of transportation used in the city or country. Place on bulletin board under headings: city or country transportation.

Materials:
Markers
Hooks
Pictures
Poster board

Notes:

Concept Question: How does the earth's surface affect transportation?

Skill: Geography

Student Competency: The student will be able to draw inferences as to possible types of transportation that would serve purposes in relation to geographic areas.

Suggested Activity: Collect pictures that show mountain areas, deserts, rolling hills, lakes, oceans, cities, etc. Also collect pictures of boats, planes, trains, cars, buses, etc. Show the class a picture of an area and ask which transportation picture could be used in that area and why. Also ask why other forms of transportation would not be acceptable or practical.

Materials: Pictures

Notes:

Concept Question: How does the earth's surface affect transportation?

Skill: Geography/Communication

Student Competency: The student will be able to associate forms of transportation that are typical of various areas of the world.

Suggested Activity: Present to the class a series of filmstrips or study prints that depict various areas of the world and the forms of transportation that are characteristic of that region. For example, camels for Egypt, burros for Mexico, dog sled for Alaska, sleigh for the New Englanders, etc. Afterwards discuss why these forms of transportation are appropriate for that particular area.

Materials: A-V materials
Study Prints

Notes:

Concept Question: What contribution does transportation make to our lives?

Skill: Time Relationship

Student Competency: The students will be able to recognize the variety of activities available due to better and increased modes of transportation.

Suggested Activity: Ask the students to bring in information pertaining to any vacation, visit, or trip that was made possible due to transportation. Let each child make a brief show'n tell presentation to the class. List these on the board. Afterwards, briefly review and ask the class whether these trips would have been possible 200 years ago. Gather material pertaining to transportation of long ago and share it with the class.

Materials: Chalkboard

Notes:

Concept Question: How does transportation enhance our lives?

Skill: Communication

Student Competency: The students will be able to tell the class about a form of transportation that they enjoy.

Suggested Activity: Ask the children if they can think of any unusual forms of transportation that can be used especially for children of their age. Lead the discussion to bicycles, skateboards, and scooters. Ask the students to draw a picture showing a good time they have had on a particular form of transportation. Then have them write/dictate a few sentences to go with their picture. Take turns presenting these to the class. If possible arrange for some children to bring in a bike, skateboard, and scooter and demonstrate how they are used and the safety aspects involved in using them.

Materials: Experience paper

Notes:

Concept Question: Concluding Activity

Skill: The student will be able to appreciate an experience made possible due to transportation.

Suggested Activity: Arrange to take the class on a field trip by bus. If possible select a museum or historical site which has specialized in transportation.

Materials: "The Pennsylvania Trail of History - A Guide Map to Historic Properties and Museums" and brochure of each property is available from:

Pennsylvania Historical and Museum Commission
Division of History
Harrisburg, PA 17120

Notes:

GEOGRAPHY: REGIONS AND REGIONALISM

Concept Question: What makes up your neighborhood?

Skill: Information Acquiring and Reading

Student Competency: The student will be able to identify what is included to make up their neighborhood.

Suggested Activity: Read a book about a neighborhood to the class. Discuss what was found in the neighborhood described in the book. Give each child a sheet of drawing paper. Ask that everyone draw a picture to show their neighborhood. Arrange the pictures on a bulletin board.

Materials:
Book about the neighborhood
Crayons
Drawing paper
Bulletin board

Notes:

Concept Question: What makes up your community?

Skill: Information Acquiring/Organization

Student Competency: The student will be able to gather information concerning the development of their community.

Suggested Activity: Briefly discuss with the class how their neighborhoods are all a part of a larger community much like all the pieces that make up a puzzle. Every neighborhood is interlocked with other neighborhoods and services and recreation areas, etc. List on the board all the various parts that contribute to making up their community. Divide the class into groups. Give each group a part of the community to illustrate. Ahead of time take a huge sheet of oaktag and cut it into puzzle pieces. After each piece of paper has been illustrated, laminate them, and let the class put the puzzle community together.

Materials: Oaktag
Laminating machine/contact paper
Colored pencils-crayons run in a laminator

Notes:

Concept Question: What makes up your community?

Skill: Citizen Education

Student Competency: The students will assume responsibility for keeping their community pollution-free and tidy.

Suggested Activity: Read a selection to the class about pollution. Afterwards divide the class into two groups. Give each group a large sheet of paper on which to make a mural. One group is to illustrate "The Clean Earth" and the other "The Polluted Earth". Afterwards, ask the children what they feel they could do to help their own community, and let them do some of their suggestions. Some possibilities are "Community Clean Up Day" -take the trash bags and fill them up. They could plant a tree in the park, paint drab trash cans with pretty flowers, make posters to display in merchants windows.

Materials:
Book about pollution
Mural paper
Paints
Crayons

Notes:

Concept Question: What makes up your community?

Skill: Information Acquiring/Reading/Communication

Student Competency: The student will be able to recognize and appreciate the many human resources within their community.

Suggested Activity: With the class make a list of the services that are available within their community. To become more familiar with what is meant by services take a walk through town and read the signs and types of services that are available. Upon returning to the classroom give each group of 2 students a service to find out more about. Each group is to send an invitation to a person within their community who provides services inviting them to come to school to explain what and how they contribute to the community. Before each presentation prepare with the class a list of questions they would like to have answered. This would be an ideal time to do a few lessons on letter writing.

Materials:
Paper
Colored pencils
Envelopes
Stamps

Notes:

Concept Question: What makes up our state?

Skill: Information Acquiring/Reading

Student Competency: The student will be able to recognize that boundaries determine the size and limits of areas and to identify the boundaries of Pennsylvania.

Suggested Activity: Discuss how boundaries are used. For example, boundaries of their yard, of their room, of where they are allowed to play or swim. Next show a map of Pennsylvania and locate its boundaries. Show where Pennsylvania is in relation to the other states. Find your town. Examine the map and explain its symbols and legend. Collect books, encyclopedias, and information from your local tourist agency and Pennsylvania Historical and Museum Commission, and State Bureau of Travel Development, Harrisburg, PA 17120 about Pennsylvania.

Materials: Map
Reference materials

Notes:

ECONOMICS

- **Needs/Wants**
- **Goods/Services**
- **Producers/Consumers**
- **Money**
- **Productive Resources**
  - **Natural**
  - **Human**

ECONOMICS: **NEEDS/WANTS**
GOODS AND SERVICES

Concept Question: What are economic wants?

Skill: Organization

Student Competency: The student will be able to identify economic wants and recognize that our list of potential wants is unlimited.

Suggested Activity: In a brainstorming session, ask children to list their "wants". Elicit approximately 20-25. Discuss with the children the fact that some wants are basic: food, clothing and shelter, while others add to the "quality of life": skateboards, horses, etc. Children can draw pictures of "wants" and attach them to the bulletin board in the appropriate location either under "basic" or "quality of life".

Materials:
Bulletin Board
Colored paper
Paper
Crayon

Notes:

Concept Question: What is the difference between economic goods and services?

Skill: Information Acquiring

Student Competency: The student will be able to distinguish between economic goods and services.

Suggested Activity: Using the "Economic wants" bulletin boards, call to the children's attention that the items they listed were tangible - goods which could be purchased. Sometimes, however, we need services - also economic "wants". Make a list of services which they or their families might need. (Medical, dental, electrical, plumbing, police protection, garbage collection). Children can role play various situations in which economic services are purchased.

Notes:

Concept Question: What is a consumer?

Skill: Information Acquiring

Student Competency: The student will be able to define consumer.

Suggested Activity: Using play money, children can role play being consumers' at a pet shop, a movie theater, at a 5¢ and 10¢ store.

Materials: Play money or tokens

Notes:

Concept Question: What is a producer?

Skill: Information Acquiring

Student Competency: The student will be able to define producer.

Suggested Activity: Invite someone from a local manufacturing company or business to come to the class and describe the product (goods or services) his or her company produces and the way the product (goods) is used by consumers at home or in industry.

Notes:

Concept Question: Where can consumers shop to satisfy their economic wants for goods?

Skill: Geography

Student Competency: The student will be able to identify and locate businesses where economic goods can be purchased.

Suggested Activity: Using long sheets of shelf paper, cover a section of a wall in the classroom. Construct a large map of the area. Locate the school and then, after asking the children to identify stores where they and their families shop for economic goods, locate those stores on the map.

Materials:
Shelf paper
Crayons
Local map

Notes:

Concept Question: How can we take care of the goods that we have?

Skill: Organization

Student Competency: The students will be able to recognize the relationship between ownership and responsibility.

Suggested Activity: Have children list things that belong to them i.e., books, bicycle, skates, games. Make a chart which describes how each item should be taken care of.

How I care for my . . . .

Book: I (put it on the shelf)
Bike: I (keep it in the garage)

Materials:
Oaktag
Paper
Pen

Notes:

Concept Question: What type of goods and services are available in your local area?

Skill: Information Acquiring

Student Competency: The student will recognize the wide range of goods and services available locally.

Suggested Activity: Using the "Yellow Pages" section of the telephone book, examine with the children the large number of goods and services available. Discuss with the children the fact that the availability of goods and services at a price that people can afford is a measure of a country's well being.

Materials: Yellow Pages

Notes:

Concept Question: What choices are available for consumers?

Skill: Organization

Student Competency: The children will recognize the choices that may be available when he or she wishes to buy goods.

Suggested Activity:

ECONOMIC GOODS	BRAND 1	2	3	4
Cereal				
TV				
Automobile				

Complete the chart by listing or locating a picture of the various Brand items available.

Materials:
Chalkboard
Magazines
Oaktag

Notes:

Concept Question: What are the services that governments provide?

Skill: Organization

Student Competency: Student will classify and compare data.

Suggested Activity: Together with children make a class chart which lists in separate columns what families buy together through taxes and what families buy for themselves.

Materials:
Chart paper
Magic marker

Notes:

Concept Question: Where are some of the services provided by the community? (local government)

Skill: Geography

Student Competency: Using the wall map developed for economic goods, add the local police station, firehouse, municipal building, park, etc.

Suggested Activity: Children might take a trip to the local police station etc., to see facilities and meet police chief.

Materials: Wall map

Notes:

Concept Question: Why do governments provide services?

Skill: Citizenship education

Student Competency: Student will develop decision making skills.

Suggested Activity: Discuss this problem with the class:

Suppose there were no traffic lights in our community? Is it necessary to have them? If so, who should pay for them? Only those who have cars? Who benefits from the traffic lights? Discuss how everyone benefits, and so everyone should pay for them. The teacher may continue along this line of questioning using other examples such as: Suppose there was no fire department in our community? Suppose there was no police department in our community? Suppose there was no recreation department in our community?

Notes:

Concept Question: What are the services that governments provide?

Skill: Information Acquiring

Student Competency: Student will develop abilities to expand observation using senses and recounting details.

Suggested Activity: Take the class on a field trip to a nearby public park or playground. Help children notice the different kinds of facilities, buildings, and equipment and activities that go on in the park. After returning to the classroom, write up an experience chart story describing what was seen and learned. Children may be encouraged to draw a picture of the park or playground. These pictures should be displayed with the chart story.

Materials:
Chart paper
Magic marker
Drawing paper
Crayons

Notes:

Concept Question: What are the services that governments provide?

Skill: Reading for comprehension

Student Competency: Student will develop social studies terms and vocabulary.

Suggested Activity: Have children draw pictures of workers who provide services that are paid for with tax money (firefighter, sanitation worker, teacher, police officer, etc.). Mount these pictures on cardboard and use them as stand-up cut-outs displayed on a shelf or windowsill. Teacher can provide word cards that label each worker. Children can then match up the name to the worker. (Encourage race and sex variety)

Materials:
Manila drawing paper, 12"x18"
Crayons
Cardboard
Word cards
Magic marker

Notes:

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Concept Question: What are the services that governments provide?

Skill: Organization

Student Competency: Students will be able to classify data.

Suggested Activity: Give children a large selection of individual pictures of playground and park equipment, household furniture, industrial machinery, and miscellaneous equipment such as a typewriter and an electric iron. Have children pick out items that could be found in a park or playground. Have these pictures pasted on a large sheet of paper to represent a park scene. Children may then draw and color in trees, flowers, pathways, etc., to complete the park scene.

Materials:
Magazine and catalogue pictures
Large sheet of poster paper
Paste
Crayons

Notes:

ECONOMICS: MONEY

Concept Question: What is money?

Skill: Organization

Student Competency: The student will be able to differentiate among various U.S. currency: 1¢, 5¢, 10¢, 25¢, 50¢, $1.00, $2.00.

Suggested Activity: Display currency on a table. Have children place the currency a) in order of size and b) in order of value. List on the board items which the children think they could buy with each. Discuss with the children the concept that "money" is "anything that is generally acceptable in exchange (payment) for goods and services (e.g. coins, paper bills and checks.) Credit cards take the place of money but they are not direct payments for goods and services. Eventually, the buyer must complete the transaction through a payment involving money." Strategies for Teaching Economics, Primary Level, New York: Joint Council on Economic Education, 1977, p. 135.

Materials: Currency
Chalkboard

For additional economic activities see:

Strategies for Teaching Economics
Primary Level (Grades 1-3)
Joint Council on Economic Education
1212 Avenue of the Americas
New York, NY 10036

Notes:

Concept Question: How do we use money?

Skill: Decision Making

Student Competency: The student will recognize that money can be used in exchange for goods and/or services.

Suggested Activity: Help children set up a store as a learning center with various small items for sale: pencil, paper, erasure, etc. Issue play money to students for work which they have completed. The money can be used each day to purchase items. Price some items high enough that children will need to delay the satisfaction of purchasing immediately if they want to acquire those particular items. Discuss with the children the value of planning and saving for long range goals.

Materials:
Cardboard boxes for store
Items for sale
Play money
Record keeping forms

Notes:

Concept Question: How do we decide whether to spend money to purchase goods and services?

Skill: Organization Skills

Student Competency: The students will be able to compare prices before deciding what to buy.

Suggested Activity: Ask the children to bring in advertisements from the local newspapers. Compare various prices for food, tires, clothing, etc. Discuss with the children different ways they can gather price information about an item before they make a purchase: review advertisements, place telephone calls, write letters to companies, visit stores. Have students role play a customer purchasing an item advertised in the paper (after asking questions concerning price, quality of goods, guarantees, etc.) and non purchasing an item becuase the price is too high or the quality of the goods is poor.

Materials: Newspaper articles

Notes:

ECONOMICS: PRODUCTIVE RESOURCES
NATURAL AND HUMAN

Concept Question: What are natural resources?

Skill: Information Acquiring

Student Competency: Students will be able to define a natural resource as a gift of nature used to produce goods and services.

Suggested Activity: Prepare a bulletin board using pictures of various natural resources: land, water, timber, mineral (coal, oil, etc.). Discuss with the students the wealth of resources found in their local area. If possible use raised relief or product maps of Pennsylvania to show area where natural resources are found.

Children can draw a picture showing various natural resources. Use all pictures to make a natural resources collage.

Materials: Pictures
Maps
Free materials available from local conservation district office.

Notes:

Concept Question: Where are natural resources found in _____ county?

Skill: Organization

Student Competency: Students will be able to locate where natural resources are found in their area.

Suggested Activity: Using a large map of the county, indicate areas where land is found
water is drawn for drinking (draw river, lake and water treatment plant)
mineral resources, coal, oil
timber, large commercial stands of trees

Materials: Free publications available from local conservation district office and Department of Environmental Resources, Evangelical Press Building, Third and Reilly Streets, Harrisburg, PA 17120

Notes:

Concept Question: How important is the fertility of the soil in growing plants?

Skill: Organization Skills

Student Competency: The student will be able to detect differences in a plant grown in fertilized soil as opposed to non-fertilized soil.

Suggested Activity: Take children on a walking tour of the school grounds and dig up approximately 2 pots full of soil. (Before activity, send a sample of the soil to the County Agriculture Station for analysis)

When the data is ready write the county agent or a parent who has a large garden to visit the class and explain the importance of the correct application of fertilizer to soil. Place the soil

soil + 3 seeds	soil + fertilizer + 3 seeds

in the two pots and plant 3 lima bean seeds in each. To one pot add the correct amount of fertilizer recommended by the agent. Place in sunny window and water as needed. If space is available, each student might bring in soil from his or her own yard, place it + 2 seeds in "peat pot" label it with the student's name, place in sunny window, water, etc. as the seeds grow, encourage students to compare the rate of growth in each pot.

NOTE: Placing plastic wrap over the pots while the seeds are germinating will keep in the moisture.

Materials:
Pots
Soil
Seeds
Fertilizer

Notes:

Concept Question: What types of vegetables and fruit are often grown in your area?

Skill: Organizing Data

Student Competency: The student will be able to describe how land is used for growing vegetables, fruit, flowers.

Suggested Activity: Ask each child to construct a chart (with the help of a family member or a neighbor) showing a vegetable or flower garden which their family or a neighbor has (had) this (last) year. Each chart should include:

1. dimensions
2. types of vegetables or flowers grown
3. special care needed for each kind

Type of Vegetables or Flowers	Special Care Needed
lettuce	
marigolds	
onions	
roses	
radishes	
zinnias	
beans	

Notes:

Concept Question: Which vegetable or flower is your favorite and why?

Skill: Communication/Writing Skills

Student Competency: The student should be able to write a sentence or paragraph which describes his/her own specific values.

Suggested Activity: Each child will write a brief paragraph describing his or her favorite vegetable or flower. Color, texture, size, taste, smell are characteristcs which might be considered. In addition, the class as a whole can write an acrostic poem using a vegetable or flower name as an "organizer".

M
A
R
I
G
O
L
D

Materials: Board
Paper

Notes:

Concept Question: Whre is the major water source found in our community?

Skill: Geography

Student Competency: Students will be able to identify the location of the community's source of drinking water.

Suggested Activity: Using a large sheet of paper, locate the school and the source of water for the area: river, lake, etc. If any children are using well water, locate their homes (in general) on the map.

Materials:
Paper
Map of Local Area

Notes:

Concept Question: What type of trees are grown in your area?

Skill: Information Acquiring

Student Competency: The student would be able to recognize the difference between deciduous and coniferous trees.

Suggested Activity: Present pictures of various trees and leaves to the children, identifying them as either D or C. Construct a map of the school grounds on newsprint (name the trees). Take children on a walking tour of the area, marking each tree on the map as either coniferous or deciduous.

Materials: Free publications available from:
Bureau of Forestry
Harrisburg, PA 17120

Notes:

Concept Question: What are minerals?

Skill: Information Acquiring

Student Competency: Students will be able to identify the characteristics of several minerals.

Suggested Activity: Prepare a display table with samples or place pictures on a bulletin board of various minerals: coal, petroleum oil, gas, iron ore, copper, aluminum etc. Have references available so children can locate information on each mineral. Construct a chart which shows characteristics of various minerals.

Materials:
Paper
Resource Book
Publications available from:
Department of Environmental Resources
Harrisburg, PA 17120

Notes:

Concept Question: What are "human resources"?

Skill: Information Acquiring/Organization Skills/ Decision-Making Skills

Student Competency: The student will be able to recognize that his or her own level of physical well being can make him/her a valuable human resource for society.

Suggested Activity: Definition: Human Resources are people and their physical and mental capacities.*

- Discuss with children the value of good health.
- Establish a 5-10 minute period each day where exercise (suitable for the classroom) and relaxation techniques are practiced.
- Compliment each child on the ways in which her or she is managing his or her own "human resources": i.e., acquiring skills (running, throwing ball, etc.) developing physical grace, practicing good posture.

*A Framework for Teaching Economics: Basic Concepts. Joint Council on Economic Education, NY: 1977.

Notes:

Concept Question: How are our mental capacities a valuable human resource?

Skill: Interpersonal Skills/Self Direction

Student Competency: The student will be able to describe how mastery of basic skills (reading, mathematics, writing) will benefit them.

Suggested Activity: Brainstorm with children what they have "learned" so far this year - write list on the board. Consider the ways in which basic skills are needed in everyday life: reading bus schedules, TV guide, repairing motors (directions), preparing foods (directions).

Compliment children on ways they are enhancing their own mental capacities. (Say something specific to <u>each</u> <u>student</u> each day!)

Materials: Chalkboard

Notes:

Concept Question: Why is enthusiasm an important human resource? What can be done to encourage it?

Skill: Interpersonal/Oral Skills

Student Competency: The student will be able to describe his or her own activities or plans (for a project, etc.) with confidence and enthusiasm.

Suggested Activity: Give each child a chance to describe his or her hobby. Specific points to be included might be:

1. What is your hobby? (Collecting, playing instrument, etc.).
2. When did you begin your hobby?
3. Who else do you know who has the same hobby?
4. When do you do it?
5. Can you demonstrate your hobby - or bring in samples?

Create a "Hobby(ies) of the Week" corner where children can display their work. Encourage children to compliment each other's work. Encourage the "hobbyist" to say "Thank You" when accepting the compliments.

Materials: Table for hobby displays.

Notes:

ANTHROPOLOGY:

Archaeology
Invention

Concept Question: What is the science of archaeology?

Skill: Information Acquiring

Student Competency: The student will be able to express the meaning of archaeology and tell briefly what an archaeologist does.

Suggested Activity: Display to the class a group of objects that are characteristic of a particular group of people. Ask the class what hypothesis could be made of how this group of people lived by looking at these artifacts.

Discuss the meaning of archaeology. By making deductions the class has acted as archaeologists. We learn about people of long ago by examining the artifacts we find.

Materials: Artifacts
Pictures of artifacts

Notes:

Concept Question: What is the science of archaeology?

Skill: Reading

Student Competency: The student will be able to develop a basic vocabulary in order to better understand archaeology.

Suggested Activity: Make a bulletin board of pictures describing these vocabulary words.

archaeologist site excavate
artifacts tools museum
civilization

Discuss their meanings. Use the words in sentences under each picture. Add your own words to the list.

Materials: Bulletin board

Notes:

Concept Question: What is the science of archaeology?

Skill: Organization

Student Competency: The student will be able to determine what artifacts are and why they play such an important part in archaeology.

Suggested Activity: Begin by asking the class what a detective is. Lead the class to decuce that both detectives and archaeologists search for clues to solve mysteries.

Ask the class to imagine what would happen if our houses were not lived in by anybody for a long, long, time. List on the board what they think would be left--these would be called artifacts. Then ask what the class could tell about the people who lived here.

Review what artifacts are.

Materials: Board

Notes:

Concept Question: What is the science of archaeology?

Skill: Time Relationship

Student Competency: The student will be able to determine differences in time as it relates to the study of archaeology.

Suggested Activity: Make a center for the class to distinguish objects an archaeologist would and would not look for because some are old and some new.

Materials:
Poster board
Clips
Pictures

Notes:

Concept Question: Where do archaeologists work?

Skill: Reading

Student Competency: The student will be able to recognize that archaeologists can work wherever people have lived.

Suggested Activity: Ask the class what artifacts are, then, where do artifacts come from? Ask if there are any artifacts where they live? Read the poem "Indian Children". Discuss the fact that we are now living where people lived long ago. Ask what artifacts we might leave behind for people to find many years from now.

INDIAN CHILDREN

Where we walk to school each day
Indian children used to play-
All about our native land,
Where the shops and house stand.

And the trees were very tall,
And there were no streets at all,
Not a church and not a steeple-
Only wood and Indian people.

Only wigwams on the ground,
And at night bears prowling around-
What a different place today
Where we live and work and play!

from For Days and Days by Annette Wynne
Copyright 1919 by J. B. Lippincott Co.

Notes:

Concept Question: Why is the study of archaeology important?

Skill: Information Acquiring

Student Competency: The student will be able to recognize the knowledge that lost civilizations have given to modern man.

Suggested Activity: Pick a few civilizations that you would like to learn more about. Locate where they were on the globe. Bring in artifacts/pictures of artifacts. Describe what children think living back then was like. Using films, books, and other resources find out as much as you can about how these people lived. Ask the class if they can find out something these people did that makes our life today a bit better. Develop the idea that we learn from the people who lived in the past.

Materials: Artifacts/pictures
Available A-V equipment

Notes:

Concept Question: Why are archaeological discoveries important?

Skill: Communication

Student Competency: The student will be able to develop a short story of life long ago.

Suggested Activity: Ask the class to take a trip back into time. Pretend they are a piece of an arrow that belonged to an Indian lying deep in the ground, and have been found by an archaeologist. All of a sudden you are able to talk. What would you say to the archaeologist? What would you notice of the world today? Write a short story telling of your observations. Share it with the class.

Notes:

Concept Question: Why are archaeological discoveries important?

Skill: Reading/Time Relationship

Student Competency: The student will be able to recognize the changes that happen because of time in relation to housing.

Suggested Activity: Copy the poem "Houses" on a large sheet of poster board. Ask the class to list different shelters people have lived in over the years. Compare how they have changed. Read and discuss the poem. Post the poem in the room so the children can read it later on their own.

Divide the class into groups. Let each group make a model of these forms of shelter then arrange them in chronological order.

Materials:
Poem
Poster board
Building materials

Notes:

HOUSES

The homes of our
Earliest ancestors
Were lower than low.
They had no windows,
They had no doors.
If you wished to go in
You went on all fours-
The dirt or the dust
Or the snow was the floor.
It was hundreds and hundreds
Of years before
Men lived in houses
With windows and doors
Or lay down in beds
Or sat up in chairs
Or sat down at table
Or walked upstairs'
Then, as time goes,
It was no time at all
Before houses were built
So exceedingly tall,
They had hundreds of windows
And only one door
And you had to go up
In an elevator.

Concept Question: How does an archaeologist work?

Skill: Information Acquiring

Student Competency: The student will be able to distinguish those tools an archaeologist would and would not use.

Suggested Activity: Ask the class what they think an archaeologist would use to find artifacts and why. Present the following center.

Materials: Pictures of tools (hoe, penknife, small brushes small picks)

Notes:

Concept Question: How does an archaeologist work?

Skill: Information Acquiring

Student Competency: The student will be able to observe the different ways in which archaeologists work.

Suggested Activity: Take the class to visit a museum or college that has artifacts.

Invite an archaeologist into the classroom for a visit to talk about his/her work. Before the trip/visit make a list of questions the class would like to have answered.

Notes:

Concept Question: How does an archaeologist work?

Skill: Organization

Student Competency: The student will be able to identify with what an archaeologist's work is like.

Suggested Activity: Prepare ahead of time a model "excavation" site. This could be done by layering pieces of pottery, bones, tools, in dirt held by a large tub or a sand box.

Ask the class to think of an organized way to "excavate" the site without doing damage to the artifacts. List these on the board. Next pass out pre-made grids drawn to scale for the site. As objects are found students will calculate their position and reproduce them on the grids. Depth also should be calculated if the students can handle it. For example, one grid would be for layer 1, another for layer 2, and so on.

Materials:

Dirt
Toothbrushes
Artifacts
Hand shovels
Grids

Notes:

Concept Question: How does an archaeologist work?

Skill: Organization

Student Competency: The student will be able to use artifacts to reconstruct a village.

Suggested Activity: Since archaeologists are like detectives, give the class a set of clues for them to use in constructing a village. For example: a long stick, an arrow, a piece of animal hide, bits of clay pots, pieces of water buckets, etc. should be pertinently placed on a grid. Let the class rebuild the village using the objects' locations as a guide for the shelter, fire, etc.

Materials: Clue cards
Miscellaneous artifacts

Notes:

Concept Question: How does an archaeologist work?

Skill: Information Acquiring

Student Competency: The student will be able to recognize that friction is an indication of an objects use.

Suggested Activity: Bring in pieces of bone, stone, wood, clay. Ask the class to take each object and rub it against another. What do they notice? As materials are used they wear down due to friction. How might an archaeologist use this idea? It would tell him if an object was used a lot and if the objects purpose was to be used much or not. For example, a grinding stone was used a lot by looking at finger and hand prints in it.

Materials: Objects

Notes:

Concept Question: How does an archaeologist work?

Skill: Information Acquiring

Student Competency: The student will be able to observe trees as a form of dating.

Suggested Activity: Bring in an object to the class. Ask if they have any clues to where it was found and how old it is. Lead the class to deduce that unless we know where and how old an object is it is of little information to us.

Show the class a side section of a tree. Ask if there are any clues as to its age. The rings each show how much growth occurred that year. Count the rings and you have found how old it is. Ask when this could be used? For dating wood in old homes.

Materials: Tree section

Notes:

ARCHAEOLOGY: INVENTION

Concept Question: What is an invention?

Skill: Information Acquiring/Relationship

Student Competency: The students will be able to define <u>invention</u>.

Suggested Activity: Display pictures of four early inventions and discuss the modern applications of each.

fire (how to make it)	_____microwave oven
raft	_____nuclear submarine
pottery	_____soft drink bottle
wheel	_____skate board

Discuss the concept that an invention is a new and useful device and that inventors can protect their inventions by patenting them.

Materials: Pictures

Notes:

Concept Question: What is an invention?

Skill: Information Acquiring

Student Competency: Student will identify and describe various inventions.

Suggested Activity: Have each child find pictures of inventions in a magazine. Each child can then cut out the picture and contribute to a group collage. These collages can then be discussed and shared with the rest of the class.

Materials: Magazines

Notes:

Concept Question: What is an invention?

Skill: Reading Skill/Communication Skill

Suggested Activity: Suggest to the children that they invent an imaginary vehicle that can take them from place to place or anywhere they want to go. It can't look like any mode of transportation that is real. Have the children draw a picture of their invention and then give it a name. Write the name under the picture. Some children may want to write a short paragraph and then read it to the class.

Notes:

Concept Question: Who are inventors?

Skill: Reading Skill

Student Competency: Students will become more aware of inventors.

Suggested Activity: Read story Ben and Me (Benjamin Franklin), or similar book about an inventor. Perhaps children would enjoy making a kite or a sail. Forten: The Sailmaker (James Forten)

Materials: Paper or cloth for kites or sails
Books about inventors

Notes:

Concept Question: Where have inventions occurred?

Skill: Geography

Student Competency: The student will be able to recognize that inventions have taken place all over the world.

Suggested Activity: Using a globe help children attach a "flag" (small picture of an invention glued onto a toothpick) by means of a small piece of clay or sticky putty.

Suggested Inventions:

Bicycle	Scotland
Food canning	France
Balloon	France
Battery	Italy
Digital computer	US
Elevator	US
Magnetic compass	China
Microscope	Netherlands
Paper	China
Safety match	Sweden
Safety pin	US
Sewing machine	France
Telephone	US
Thermometer	Italy

Materials:
Globe
Pictures
Tooth picks
Paste
Stucky putty or clay

Notes:

HISTORY

Symbols
Time/Time Relationships

HISTORY: SYMBOLS

Concept Question: How have inventions changed our way of doing things?

Skill: Information Gathering/Time Relationship

Student Competency: The student will be able to identify several inventions which have been important in the development of written language.

Suggested Activity: Make a time line on which is placed each of the following inventions:

1550 BC	alphabet
105 AD	paper from pulp
1440 AD	moveable type
1822-39	photography
1840	telegraph
1845	rotary printing press
1867	typewriter

Notes:

Concept Question: What important events have happened in the history of your community?

Skill: Citizenship Education

Student Competency: The student will be able to describe the history of his or her community.

Suggested Activity: If the community celebrates a "Founders Day", have the children draw pictures depicting the founding of the community. Display the pictures in the hall of the school. If there is no formal celebration, your class might help organize one by writing a letter to the Chamber of Commerce requesting information and support of a "celebration." Older members of the community can be invited to the class to describe how the community was started, etc.

Materials: Letter writing materials

Notes:

Concept Question: What symbols represent Pennsylvania and the United States?

Skill: Citizenship Education

Student Competency: The students will be able to describe the Pennsylvania and US flags.

Suggested Activity: Display the Pennsylvania and US flags in the classroom and describe the meaning of various parts of each flag. Use a large sheet of heavy poster board to sketch our state/USA flag, leaving room for fringe. Take some sheets of tissue paper of the colors you find in the flag. Take a pencil and place a 1 inch torn piece of tissue paper over the eraser and smooth to the sides. Spread some glue on the poster board and press the eraser end down on the glue. The tissue will stick to the poster board as you release the pencil. For the intricate parts of the PA state flag use pieces of yarn or felt glued to the poster board.

Materials: "Pennsylvania Symbols" - copies from local State Representative or Chief Clerk, House of Representatives, Harrisburg, PA 17120

Our Flag available from:
Superintendent of Documents
Government Printing Office
Washington, DC 20402

Notes:

HISTORY: TIME/TIME RELATIONSHIPS

Concept Question: What important events have happened in the history of your community?

Skill: Time Relationships

Student Competency: The student will develop a sense of history by listing events from the community's past.

Suggested Activity: Make a time line showing history of community. Students can draw pictures of past events which can be clipped to the "line." Put dates on time line.

Materials:
Paper
String
Crayons
Paper clips

Notes:

Concept Question: What are the result of changes over time in community?

Skill: Time relationships

Student Competency: The children will be able to compare the "old with new".

Suggested Activity: Visit local museum or library to find old pictures of the community. Make copies of all the pictures if possible and place them on a large wall map of the community. Take pictures of the same sites showing new buildings, etc. Have children reflect on what caused the changes and what might result from the change. (Need for traffic lights, parking, new jobs.)

Notes:

Concept Question: What is time?

Skill: Time Relationships/Information Acquiring Skill

Student Competency: The student will be able to identify hours and half hours on the clock.

Suggested Activity:

- Draw a large clock on a piece of oaktag paper.
- Construct "hands" out of colored paper.
- After determining that children can identify the numbers on the face, proceed to teach (or review) the hour and half hour demarcations.
- Have one child come up to the clock and attach the "hands" indicating an hour or half hour position. The child can call on a classmate for the correct answer. This might be done with teams.

Materials:

Clock
"Hands"
Thumb tacks
Oaktag

Notes:

Concept Question: Why is time one of our most valuable resources?

Skill: Time Relationships

Student Competency: The student will be able to recognize the relationship between activity and time usage both at school and at home.

Suggested Activity: Using a clock's face, plan with the children the use of time for one day. Keep track of the time with the class. Examine, with them, whether enough time was allotted for a specific activity. Children can compare their own personal use of time.

Materials: Large clock drawing for time allocations.

Notes:

Concept Question: How does today's news become tomorrow's history?

Skill: Organization

Student Competency: The student will become aware of current events at the local, national and international levels.

Suggested Activity: Have one or two children each day bring in articles from the newspaper. Assist them in writing a two or three sentence summary of the article. After they have read the summaries to the class, place them with the child's name attached on the bulletin board.

Materials: News articles
4 x 6 cards

Notes:

APPENDIX

Encouraging Excellence Through An AWARDS DAY PROGRAM

Challenging children to do their best work, to perform to the best of their abilities, to set attainable short range goals so they will choose to set - and achieve - long range goals is both an opportunity and a responsibility for educators. This can be done effectively by individual teachers; it can also be accomplished by a partnership effort between the school and the local community.

At the Washington Elementary Education Park, Washington, Pa., during the 1979-80 school year, this type of cooperation resulted in the "Awards Day Program" where community persons, agencies, organizations and businesses sponsored a wide variety of awards for students from grades 3 - 8. The **Handbook** has been designed essentially for the primary grades, but children at that level can be encouraged to see themselves as part of the larger school community and to develop responsible citizenship behaviors in the process.

The Awards Day Program, held on May 15, 1980, was the culmination of ten months' work by local community leaders, parents, school faculty and administrators. The following documents may serve as a guide for a similar project in your district.

1. Awards Day Time Line
2. Letter to Community Groups
3. Articles from newspaper
4. Letter to Parents
5. Awards Day bulletin board diagram
6. Criteria for awards
7. Program

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Washington School District.

WASHINGTON ELEMENTARY EDUCATIONAL PARK

801 EAST WHEELING STREET
WASHINGTON, PENNSYLVANIA 15301
(412) 228-7200

James W. Hanna
Principal
Patricia S. Westwater
Assistant Principal

Gary R. Kossar
Director of Services/Operations
Karen Milovac
Curriculum Resources

Awards Day

The following is a report and review of our Awards Day emphasis which will culminate at our Awards Day Program on Thursday, May 15, 1980.

Origin

The W.E.E.P. administrative/resource staff considered the idea during the summer work session. When meeting with the school's Program Improvement Council during August, the idea was presented and found to be consistent with selected school-wide goals to use special resources from the community to enhance the learning program.

Letters were sent to many community agencies and businesses inviting them to sponsor an award category toward which students could work. The awards were to be $25.00 in value. The listing of awards will indicate the responses.

Rationale

The Awards Day Program was designed to contribute to the school's motivational climate and to provide a project which required the partnership of the school and a community agency.

Process

Sponsors were invited to come to the school for lunch and to cooperate with the school in identifying an award area and the grade level to which this award would be assigned.

As awards were assigned to a particular grade level, teachers at that level established the criteria and process for selection of each award recipient. The process then varied....teacher observation ....projects....interviews, etc. In some cases the community agency representatives cooperated in the selection. Awards recipients have been selected but are being kept confidential until May 15. Parents have, however, been informed so that they may be in attendance.

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Prizes

Each student will receive a certificate which was designed and produced by the W.E.E.P. staff. In addition, each will receive a sponsor's award of $25.00 in value (cash, check, bond).

Assembly Program

Two Awards Day Programs will be held on May 15:

11:00 - Grades 3, 4, 5
1:15 - Grades 6, 7, 8

We've attempted to involve community representatives to fulfill the goal of school--community partnership and to increase our efforts in public relations. The provided program identifies the awards and sponsors.

Evaluation

We will evaluate more thoroughly after the Awards Day Program on May 15. While the process has been very time consuming, to date all responses have been positive.

WASHINGTON ELEMENTARY EDUCATIONAL PARK

Washington, Pennsylvania

This certifies that _____ has been awarded this certificate for

_____

on this ___ day of _____, 19___

AWARDS DAY

_____ Sponsor

_____ Principal

Presentation of Human Relationships Award
Recipient:
Sponsor: Mr. and Mrs. John Richmond

Presentation of Outstanding Athlete Award
Recipient:
Sponsor: A W.E.E.P. Friend/Parent

Remarks: Mr. Thomas Ridge
President, Washington Education Association

Closing Remarks: Mrs. Patricia S. Westwater
W.E.E.P. Assistant Principal

. . . . .

Presiding Participants
Mrs. Betty Luft
Mr. James McDaniel
Mrs. Florence Mull
Mr. Robert Peton

. . . . .

Award recipients may be accompanied on stage by their parents and/or teacher.

. . . . .

The W.E.E.P. staff acknowledges the contributions of all who cooperated to make these awards possible.

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WASHINGTON ELEMENTARY EDUCATIONAL PARK

Washington, Pennsylvania

AWARDS DAY

May 15, 1980

. .

Washington Elementary Educational Park
801 East Wheeling Street
Washington, Pennsylvania 15301

AWARDS DAY

May 15, 1980 1:15 p.m.

Welcome: Dr. James W. Hanna
W.E.E.P. Principal

Musical Selections: Symphonic Band
Mr. Richard Heastings, Director

The Awards Process: Mrs. Karen Milovac
W.E.E.P. Curriculum Resource Teacher

Presentation of Performing Arts Award
Recipient:
Sponsor: Cameron Coca-Cola Bottling Company

Presentation of Safety Achievement Award
Recipient:
Sponsor: Automobile Association of America

Presentation of Citizenship Award
Recipient:
Sponsor: Greater Washington Jaycees

Remarks: Mrs. Leah Driehorst
Mayor of Washington

Presentation of Award - Value of Man to Society
Recipient:
Sponsor: First Federal Savings & Loan Association of Washington

Presentation of Award - Outstanding Achievement in Music
Recipient:
Sponsor: Lever Vending Service

Presentation of Typing Award
Recipient:
Sponsor: Washington County Legal Secretaries Association

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Presentation of Outstanding Athlete Award
Recipient:
Sponsor: Weber National Store

A Student Speaks: "What Makes A Good Leader"
Miss Helen Mousetis
President, National Honorary Society

Presentation of Leadership Award
Recipient:
Sponsor: Washington Rotary Club

Presentation of Leadership Award
Recipient:
Sponsor: Mr. and Mrs. John Richmond

Presentation of "Share Your Life" Award
Recipient:
Sponsor: Washington Kiwanis Club

Musical Selections: Eighth Grade Chorus
Mr. James L. Cope, Director

Remarks: Mr. Harold Fergus
Mayor of East Washington

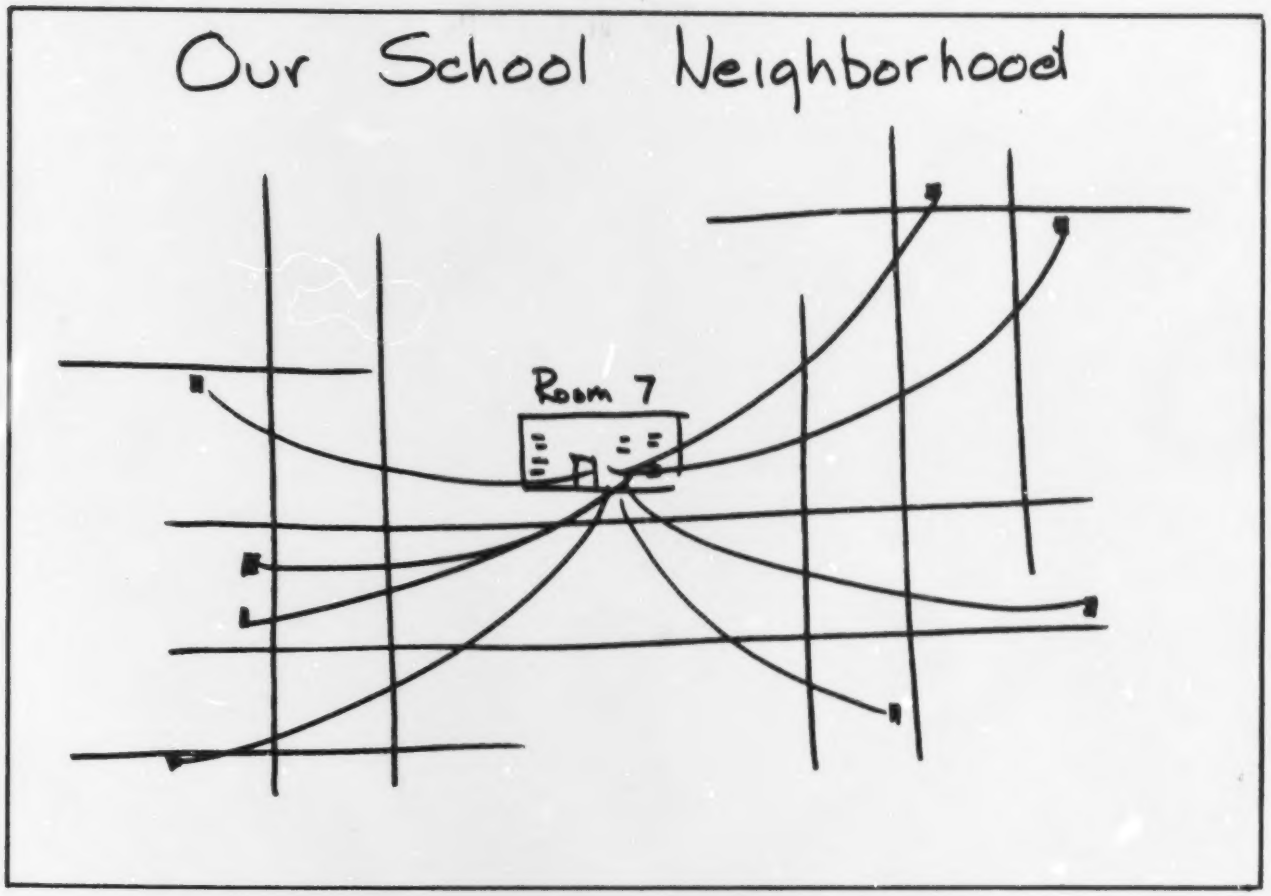
Presentation of Award - Alternative Sources of Energy
Recipient:
Sponsor: West Tire Company

Presentation of Citizenship Award
Recipient:
Sponsor: Mr. and Mrs. John Richmond

Presentation of Award - Outstanding Staffer of Newspaper
Recipient:
Sponsor: Observer Publishing Company

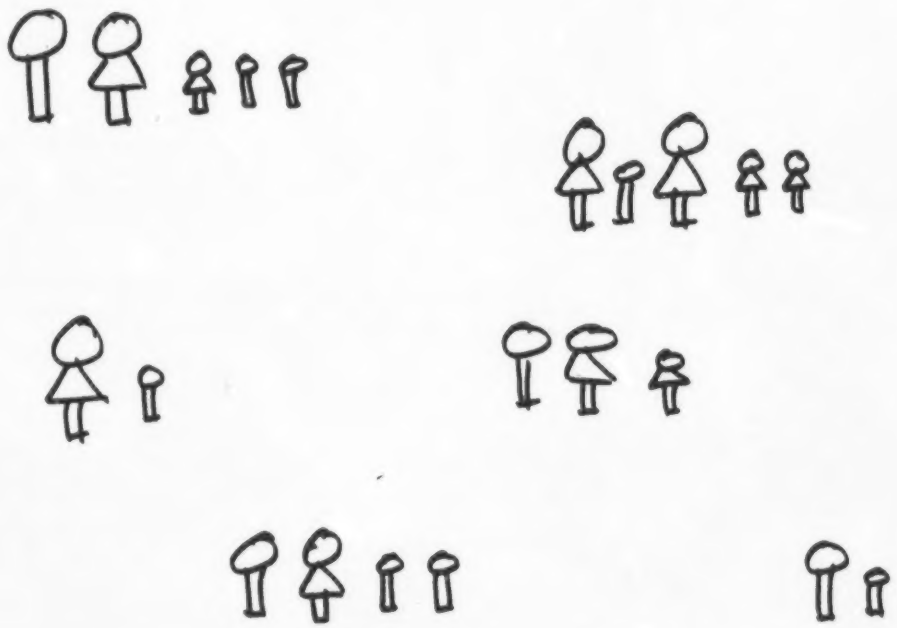
Remarks: Mrs. Jane Fergus
Vice-President, Washington School Board

Presentation of Music Award
Recipient:
Sponsor: Church of the Covenant Choir

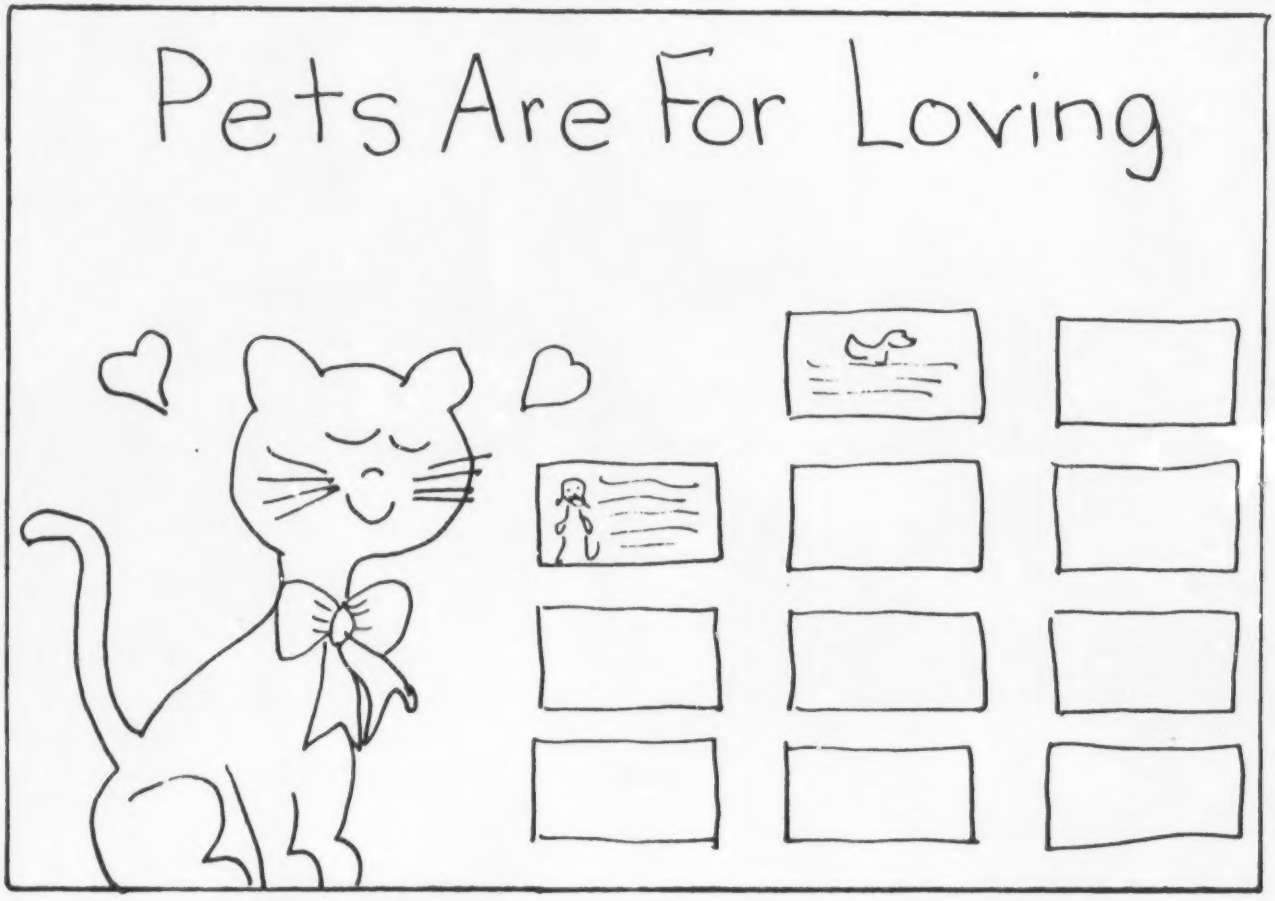


Place a picture of the school in the center of the bulletin board Using bright colored yarn and a picture of each child, indicate the area in the "school neighborhood" from which each child has come. Major streets could be indicated on the map.

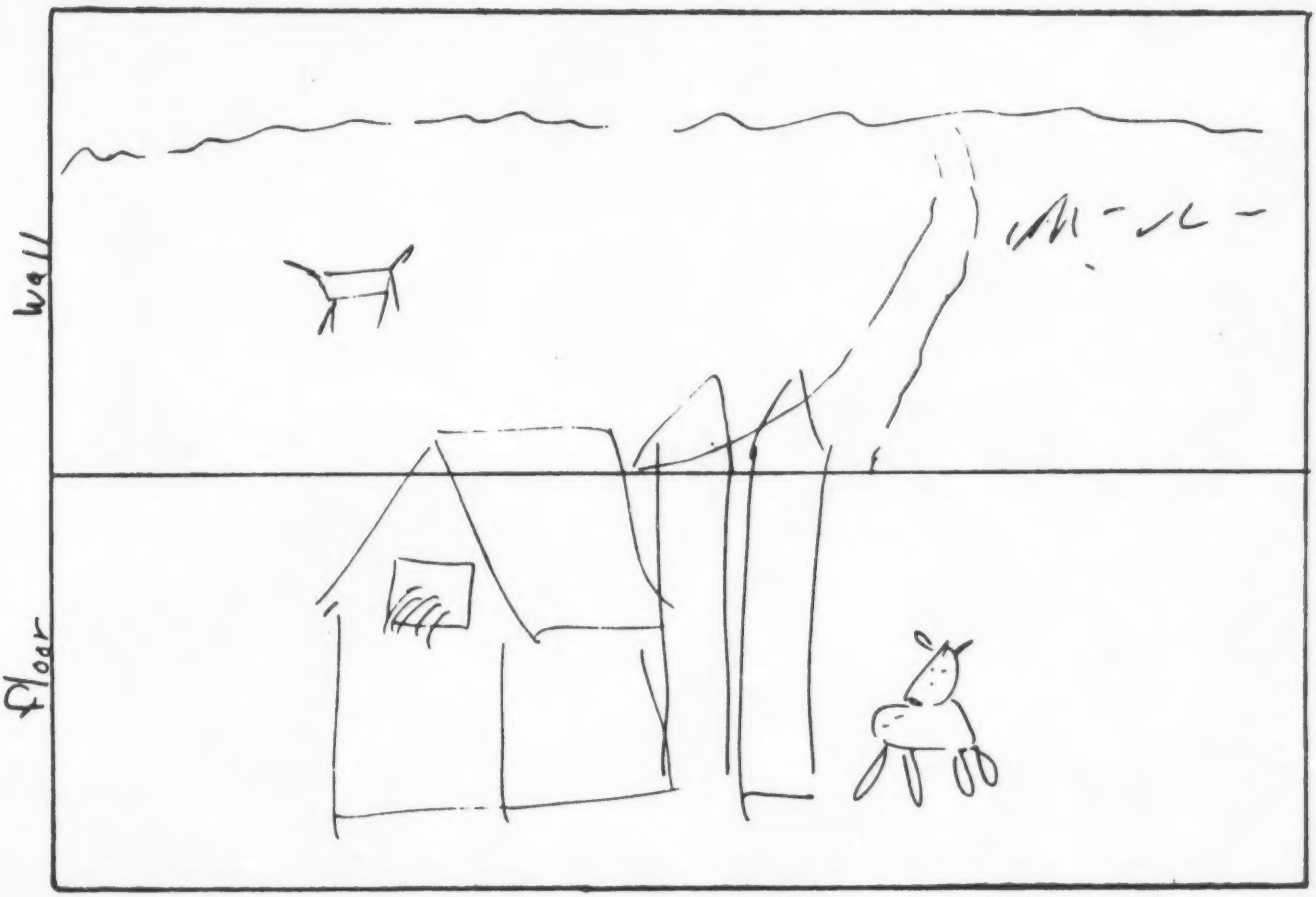
Families Are Special



Using different colored paper, cut out simple figures for girls, boys, men and women. As each child describes his or her family, have him or her select the appropriate figures and place them on the board using a loop of masking tape.



Pet care and needs are studied. Students draw their pet or animal and write on the importance of loving, showing love and giving them good care.



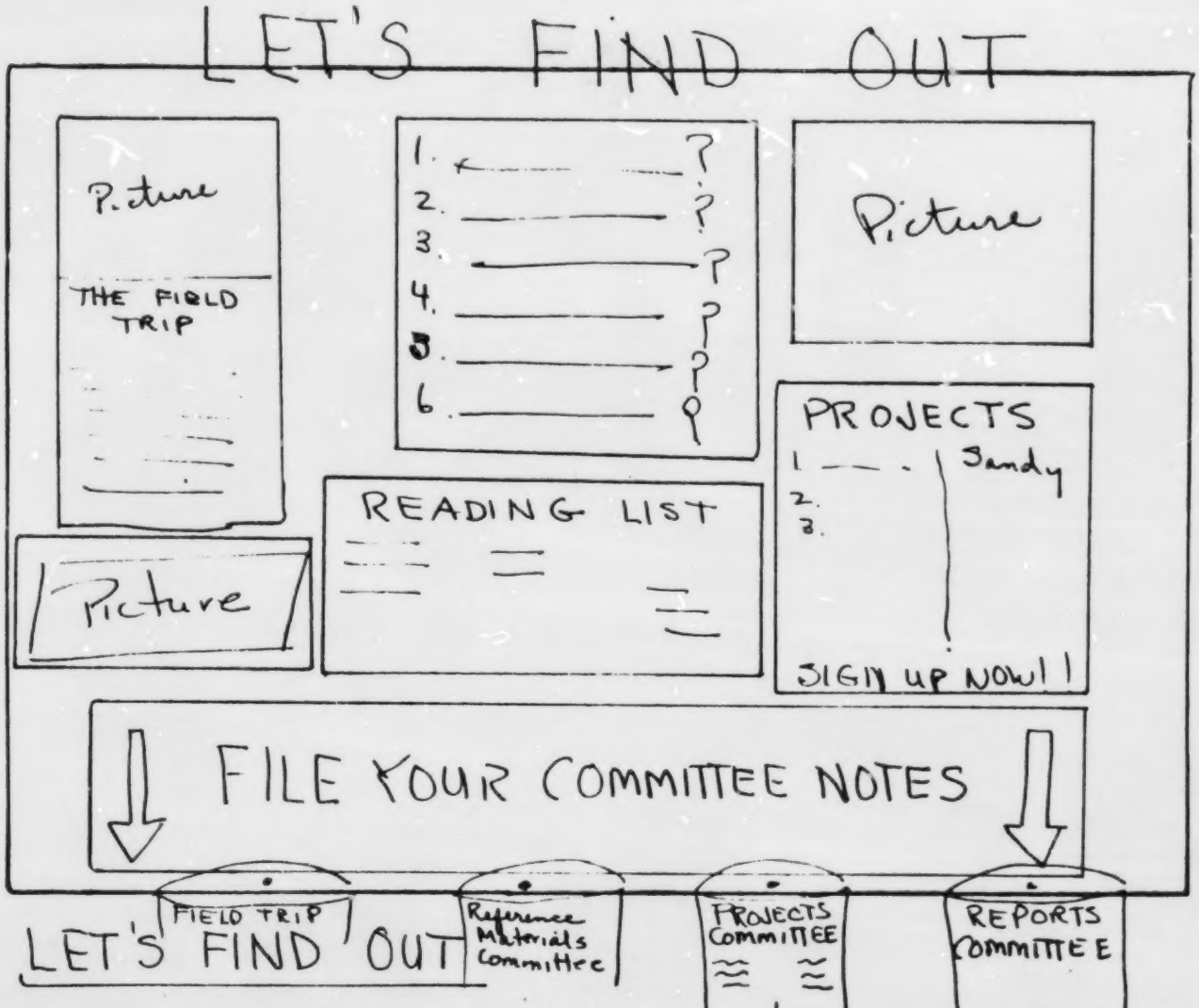
OUR VISIT TO THE FARM

Children are divided into committees

1 - Paint the mural with sponges (grass).
2 - Color sky - chalk. Make clouds and paper trees.
3 - Create large paper-maché animals
4 - Create large card board box buildings.
5 - Create paper animals for the mural.

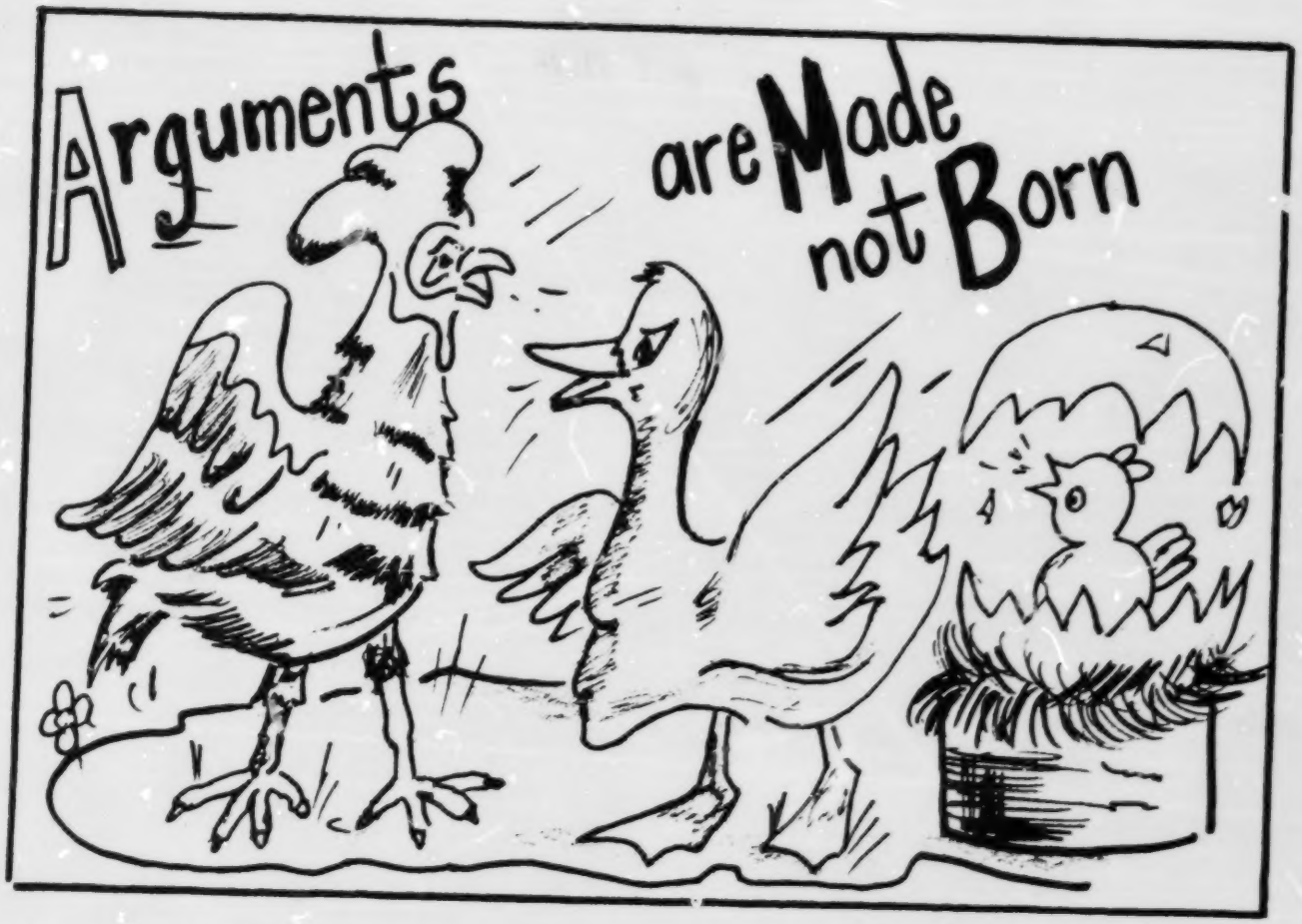
large crumpled paper wads

Five minutes before the end of class each day, have the children become "Members of the ground Crew" as they clean up the classroom and make things ready for tomorrow.



Committees can plan the board to help initiate a unit:

Lists of questions.
Photographs and realia
Sign-up sheets for committee work
Envelopes for information
Experiments, instructions, equipment.



Activities that may be used with this board

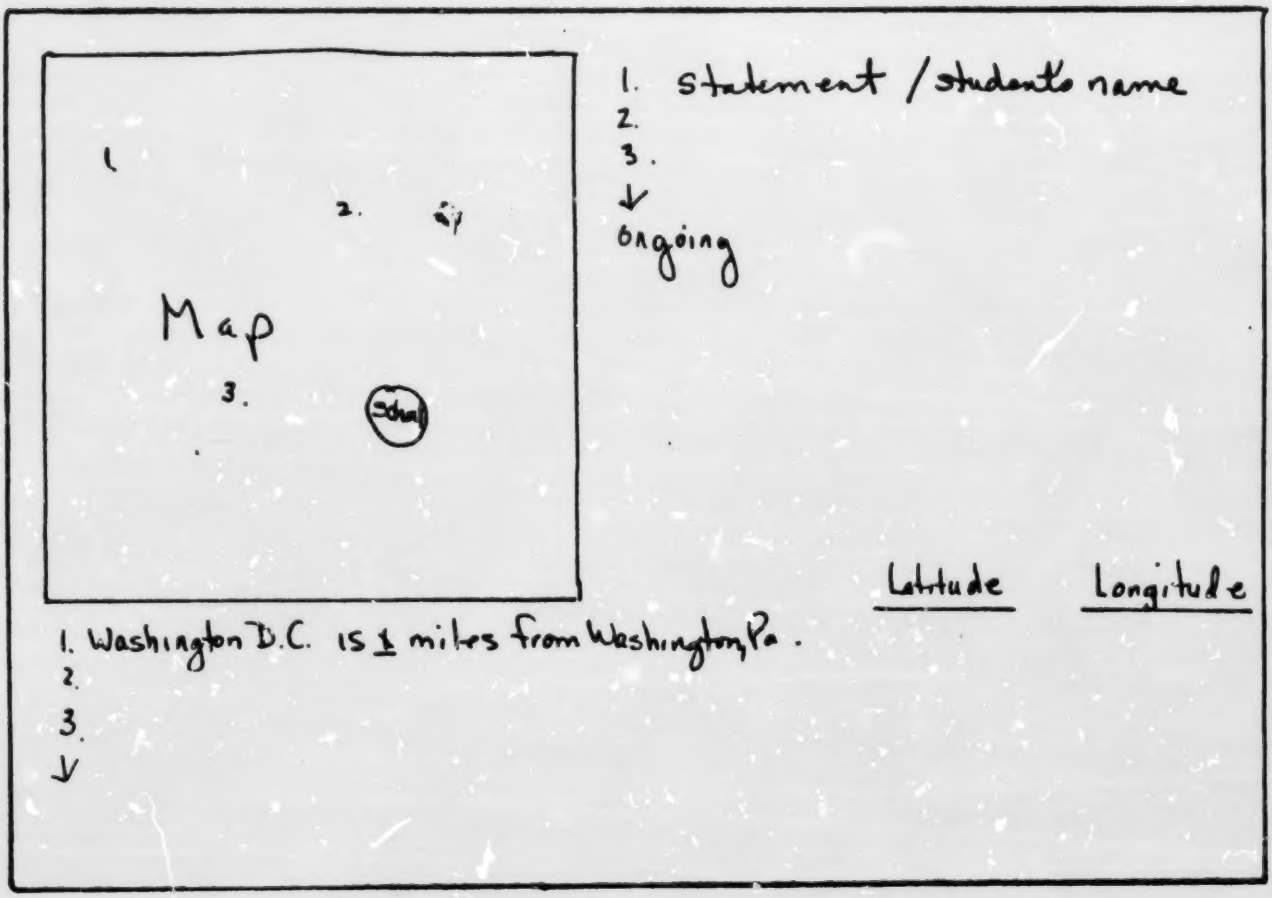
1. Make your own "Let's Be Friends" poster
2. Today - Sit with a friend and think of 6 ways to prevent an argument
3. List how they might stop arguments.
   a. Bugs Bunny
   b. Popeye
   c. Donald Duck
4. Use magazine Pictures of arguments to write stories

PRESENTED BY: JOHNSON MARTIN, FALK LAB SCHOOL UNIV. OF PGH.

Rules Help Us Live Together
The Rule of the Day

★ 1 Listen to directions
2 "Lights out" means quiet
3
4
5
6
7
8

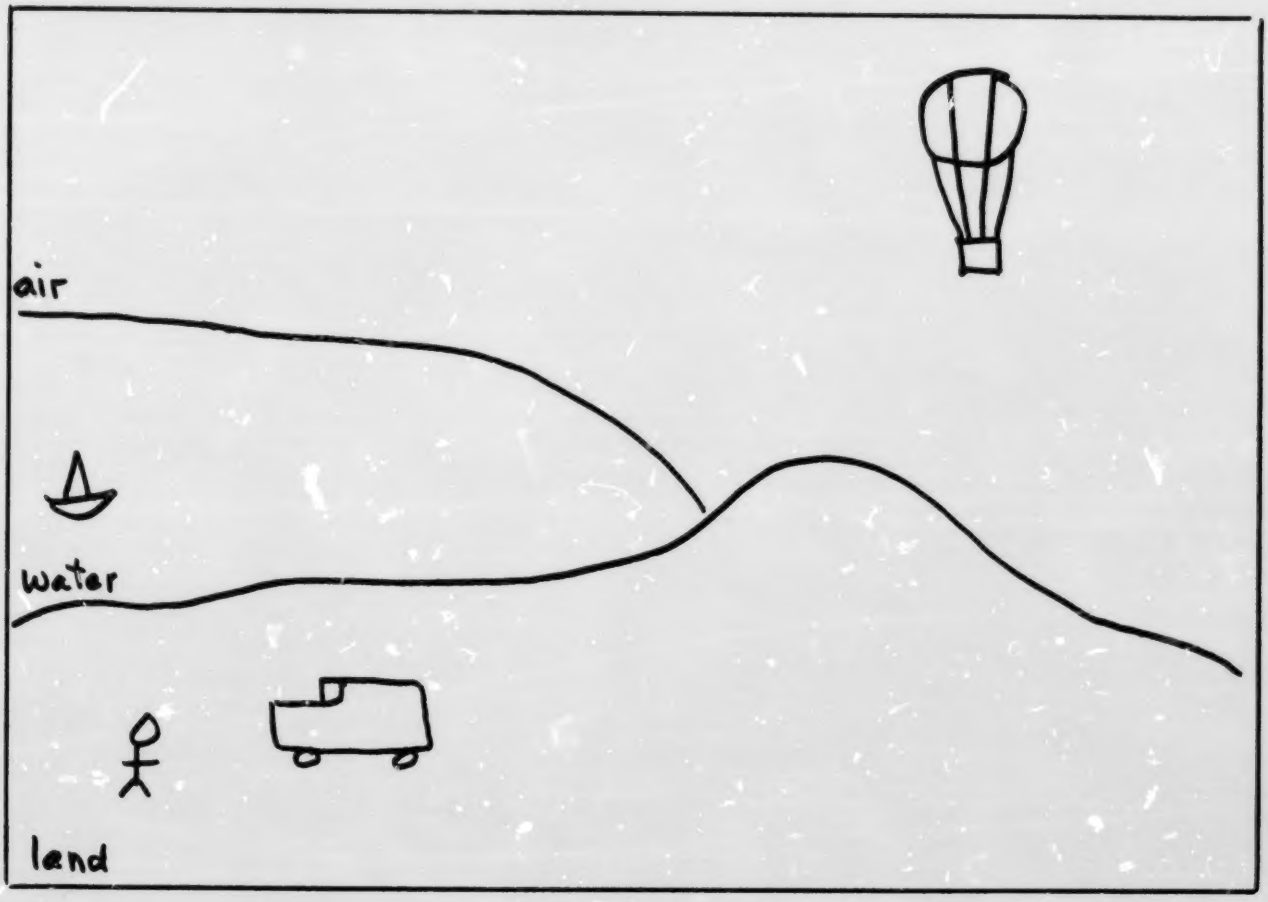
Place the class rules on the bulletin board, discussing reasons for each one and the consequences if the rule is not observed. At the end of each day, focus on one rule and examine with the children how that rule was helpful during the day.



Map Study

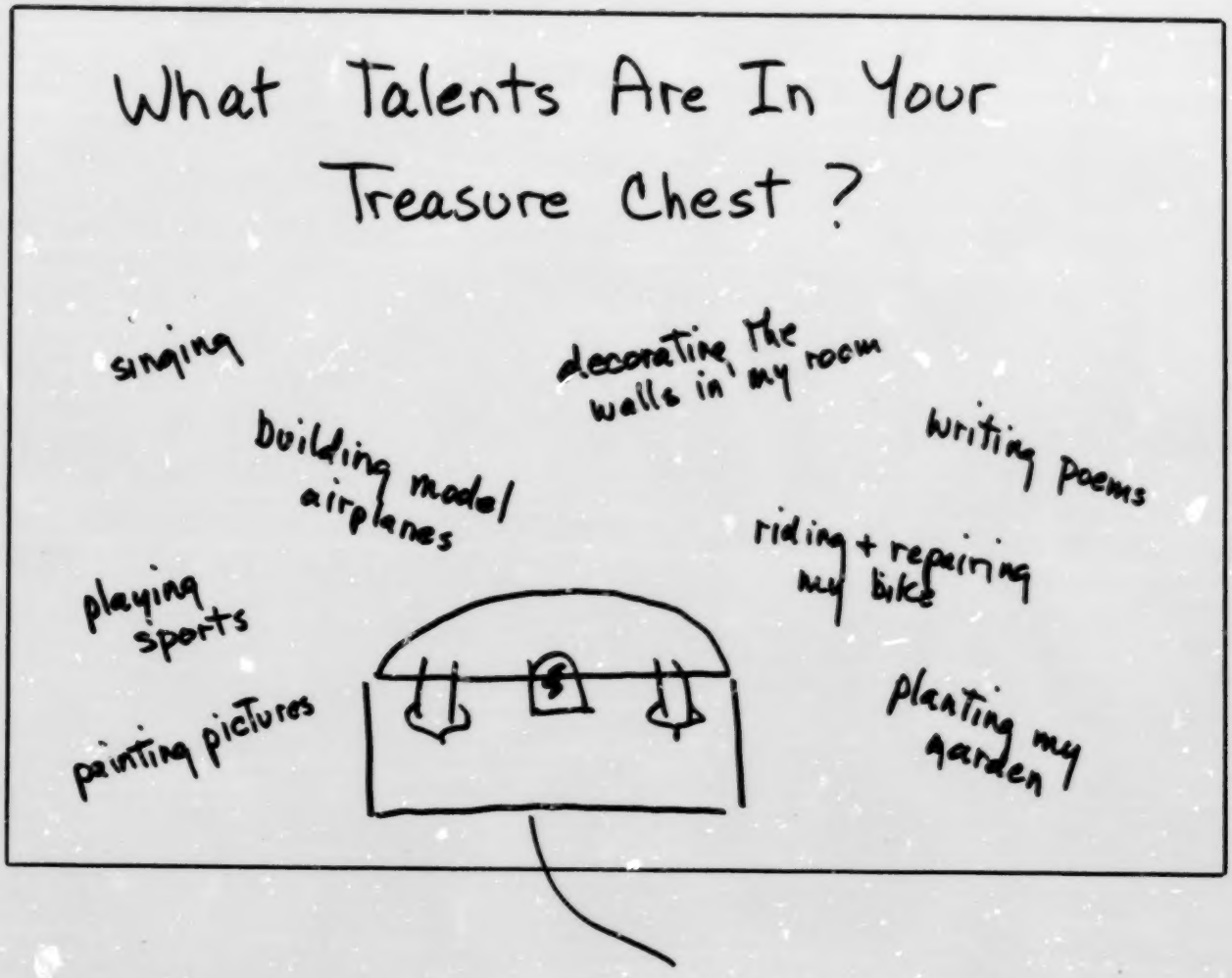
Display a map. Such would vary depending on your objectives: local, national or international findings.

Students would locate and label their site. They would also write or state a sentence about their location. Distance from their school to the site is computed and charted; as is longitude and latitude.



Transportation

Divide space into the three modes - land, air and water. Students can locate pictures or draw them and place them on the board. Labeling may also occur.



Encourage the children to propose phrases describing other talents which can be added to the board. Set aside time for children to demonstrate their talents.

Suggestions for use with this board

1. Start your own dig near your school
2. Make a list of the items you find
3. Look in an old National Geographic for pictures of ancient places

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Suggestions for use with this board

1. Invite an Archaeologist to your class.
2. Make group reports on ancient findings
3. Make a collage from things you have found
4. Write a short story about something you would like to find . why?

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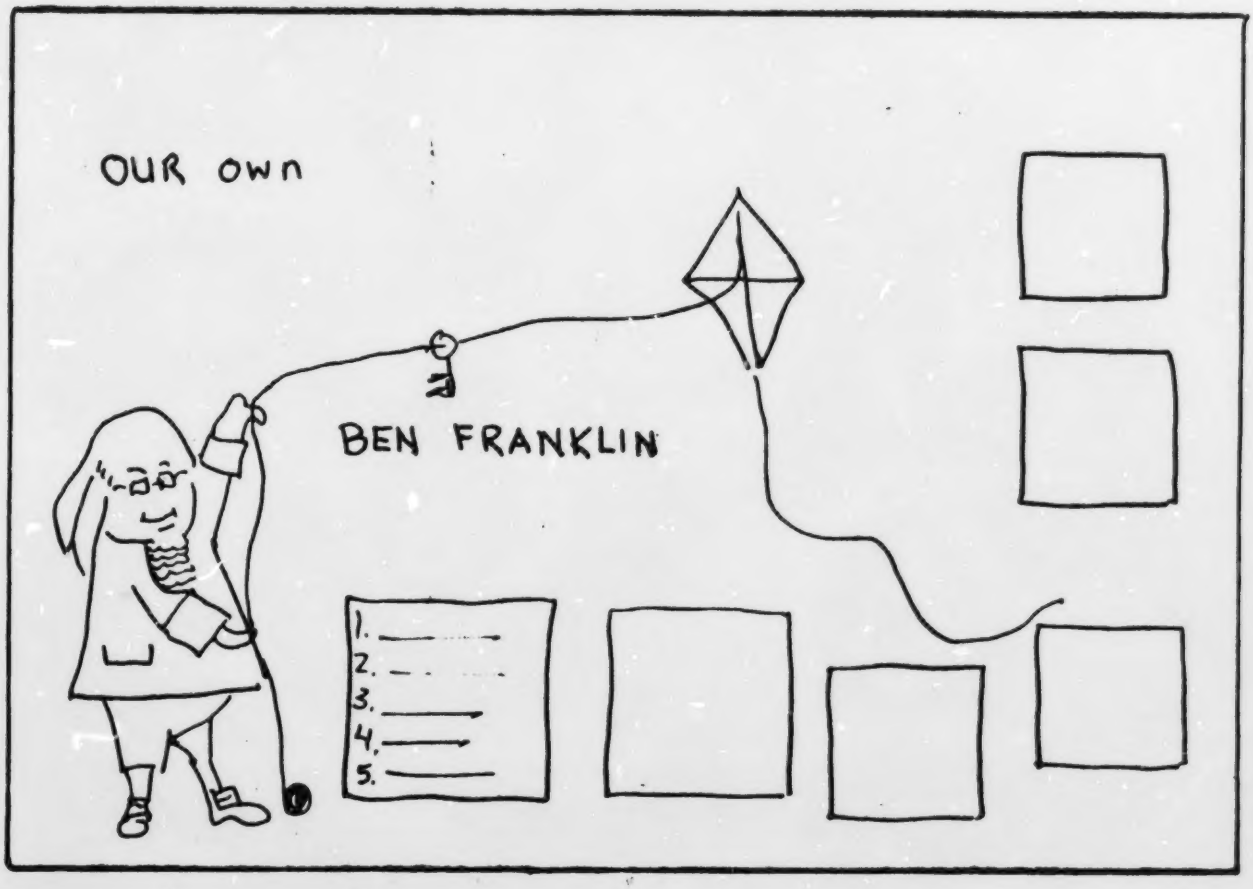

Place pictures of great events in Benjamin Franklin's life.

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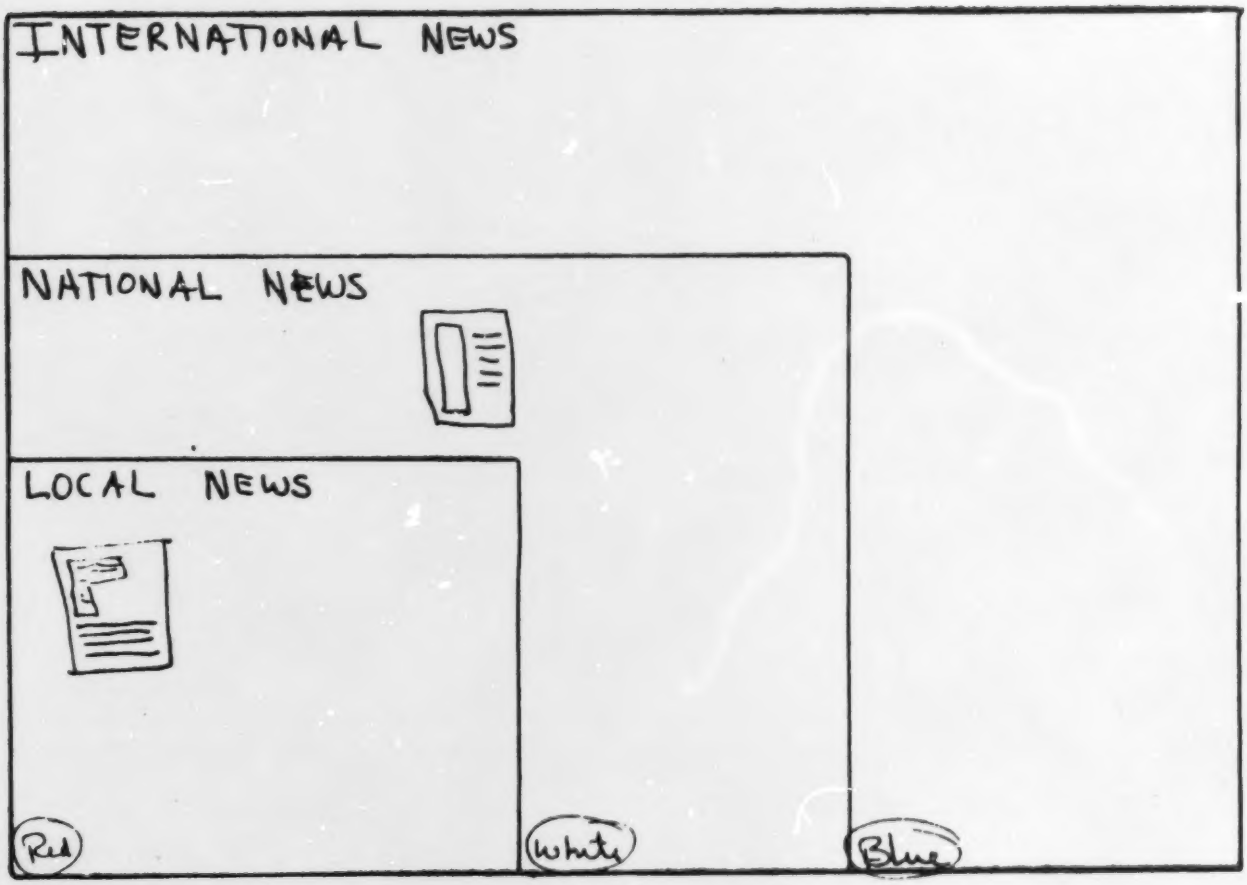

News Wall!

Divide your space into ~~three~~ areas, each a different color. Label them local, national and international news.

Students summarize their article in two or three sentences, mount article and summary, then place in the proper category.

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